REPORT RESUMES

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CERTAIN ASPECTS OF THE TEACHER'S ROLE IN WYOMING JUNIOR COLLEGES WITH IMPLICATIONS FOR PROGRAM PLANNING AND IMPROVEMENT.

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REPLIES TO A QUESTIONNAIRE SENT TO JUNIOR COLLEGE TEACHERS IN WYOMING SHOWED THAT (1) FEW HAD TAKEN OR WANTED A UNIVERSITY COURSE RELATED DIRECTLY TO THE JUNIOR COLLEGE, (2) MOST HAD A MASTER'S DEGREE AND SECONDARY SCHOOL TEACHING EXPERIENCE, WANTED TO STUDY COMMON PROBLEMS WITH THE UNIVERSITY TEACHERS, PREFERRED THE OPEN DOOR POLICY WITH REMEDIAL COURSES, WOULD ACCEPT VOLUNTARY INSERVICE TRAINING, AND PLANNED TO REMAIN IN JUNIOR COLLEGE TEACHING, AND (3) ALL WERE UNLIKELY SOON TO PRESS FOR MERIT PAY OR FACULTY RANK, WANTED AN ORIENTATION PROGRAM, OPPOSED SETTING UP CERTIFICATION REQUIREMENTS, AND WANTED TO REMAIN THE BALANCE OF TRANSFER, TERMINAL, AND GENERAL COURSES. THE RESEARCHER RECOMMENDS (1) MORE TEACHERS WITH SPECIFIC JUNIOR COLLEGE PREPARATION AND A WIDER GEOGRAPHIC REPRESENTATION, (2) GREATER ACCESS TO THE "COMMUNITY COLLEGE" COURSE OF THE UNIVERSITY EXTENSION SERVICE, (3) MORE MEETINGS WITH THE UNIVERSITY STAFF TO EXAMINE A POSSIBLE INTERMEDIATE DEGREE AND SPECIAL COURSES FOR JUNIOR COLLEGE TEACHERS, (4) CONTINUED EXPERIMENTATION FOR BETTER TEACHING, (5) A SYSTEM OF PROFESSIONAL UPDATING, WITH A LEAVE POLICY, (6) A BETTER PUBLIC IMAGE OF THE JUNIOR COLLEGE, (7) BETTER COMMUNICATION BETWEEN STAFF AND ADMINISTRATION, (8) MORE REMEDIAL COURSES, AND (9) CONSIDERATION OF AN INTERNSHIP PROGRAM AND OF ESTABLISHING A STATE COMMISSION ON TEACHER STANDARDS. THIS REPORT WAS SUBMITTED AS A DOCTORAL DISSERTATION AT THE UNIVERSITY OF WYOMING. (HH)

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ABSTRACT

Christopher, Johnny L., Certain Aspects of the Teacher's Role in Wyoming Junior Colleges With Implications for Program Planning and Improvement. Ed.D., Division of Graduate Study, College of Education, University of Wyoming, June, 1966.

The problem of this study was to secure information about Wyoming's junior college teachers in order to make recommendations for planning programs of preparation, in-service education, and for further study, all in order to offer suggestions for improvement of the junior college teaching situation in Wyoming.

The teachers in the State's junior colleges contributed to the study by responding to a questionnaire designed to identify certain of their attitudes toward their work as well as to provide factual information about themselves. These responses were evaluated in terms of those of a panel of authorities, who were queried on many of the same points as the teachers.

For the most part the teachers in the State's junior colleges compared favorably with the criteria established by the panel of authorities. Some of the other important findings and conclusions reached in this study included the following: (1) The majority of the teachers held the Master's degree, and reported teaching experience in secondary education. (2) Only a very small percentage of the teachers had completed a university course related entirely to the junior college institution, and the majority opposed the requirement of such a course. (3) Nearly all of the group felt a need to establish working committees of junior college

and University of Wyoming teachers to study common problems of classroom teaching and program coordination. (4) The teachers felt the junior college program should show a balance among terminal, transfer, and community-service programs as determined by community need. (5) Over half the teachers preferred the open door admission policy supplemented by remedial programs in certain areas. (6) A majority of the teachers felt that an in-service program for the improvement of instruction would be acceptable, providing attendance was voluntary. (7) Most of the teachers indicated the intention to remain in junior college teaching until retirement. (8) Any effort to establish certification requirements for junior college teachers in Wyoming would be strongly opposed by the group studied. (9) It is unlikely that the teachers will exert pressure for merit pay or faculty rank in the near future. (10) Since the majority of the teachers began their junior college work in Wyoming schools without formal orientation, the absence of such orientation programs indicated a neglected area in Wyoming junior colleges.

The recommendations, based upon the findings and conclusions, were directed toward encouraging certain commendable practices and correcting discovered weaknesses.

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CERTAIN ASPECTS OF THE TEACHER'S ROLE IN WYOMING JUNIOR COLLEGES WITH IMPLICATIONS FOR PROGRAM PLANNING AND IMPROVEMENT

by

Johnny L. Christopher

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This study is dedicated to my wife Sylvia whose encouragement, assistance, and infinite patience helped attain a cherished ambition.

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CHAPTER I

INTRODUCTION

The junior college institution is a relative newcomer to the educational scene in the United States. Volumes, however, could be devoted to discussing the evolution of the idea and philosophy behind it, the slow development of the movement, the establishment of the first junior college, and the educational leaders who fathered and nurtured the concept. This has been a long, tedious developmental process which has not yet attained its maximum growth. The literature pertaining to the junior college indicates that there is disagreement as to the exact purposes to be served by the institution, as well as how best to serve these purposes once the program has been established.

This writer feels that the disagreements might be likened to growing pains, a healthy situation which should, hopefully, result in careful self-appraisal by the institutions and implementation of the findings of the evaluation.

Most institutions and faculties will accept in principle the philosophy of the junior college along with all of its ramifications; however, a study of what is being done in individual schools or what specific faculty members are actually doing or thinking might uncover interesting and unexpected information. Indeed, it would be extremely valuable to ascertain how much of the philosophy has been put into actual practice, and how it has affected the thinking of the average teacher. Unless there is a relationship between the theory and the practice, unless there is an effective exchange between the theorists and those who actually implement the ideas, these two groups will be headed in two entirely different directions.

Because the junior college is still in a state of evolution, its objectives have not been firmly established. Certainly, all junior colleges are not going to serve the areas of community service, vocational and technical education, and transfer education with equal emphasis, even though the institution is dedicated to these functions. From a practical standpoint, the school must serve those functions which are most evidenced by need in the geographic area or the group served. The situation does not always call for equal effort in each area. The school must determine its own educational objectives, but if a need exists, it should be served.

The junior college is a unique institution. True, one might say that as an institution of higher education it is hardly unique, but when compared with the typical four-year institution, also a college, it takes on a uniqueness all its own. A four-year college offers an academic program covering four years of undergraduate work and, often, a graduate program. On the other hand, the junior college program is less limited, not so much in terms of its services as it is in terms of the students and programs with which it deals. The Florida State Junior College Advisory Board (51:16) summed up the major functions of the junior college as follows:

> (1) Occupationally Oriented Programs - These programs are planned for those people who propose to enter full-time employment upon completion of the junior college work. These programs include courses of study designed for training engineers, technicians, registered

nurses, laboratory technicians, data processing technicians, junior cost accountants, bookkeeping machine operators, correspondence clerks, and similar occupations.

(2) University Parallel Programs - The community junior college provides programs of general education, including pre-professional education, paralleling the freshman and sophomore years at four-year colleges and universities.

(3) Special and Adult Education - Acting upon the premise that there is no age limit to learning, the junior college provides educational programs for all citizens in the community, including such persons as those previously denied higher educational opportunities, those seeking additional college work for self-improvement, and those needing below college level instruction not otherwise available to them.

(4) Community Services - The junior college also serves the community through a comprehensive program of educational and cultural activities designed not only to enrich the lives of the students, but also that of the entire community.

Some schools also add a remedial function for those who have failed to attain a scholastic record that will admit them to a four-year college or university.

A sixth function which is quite common in Wyoming and possibly occurs in other states as well is the use of the junior college facilities and sometimes faculty as a focal point for the University's off-campus extension program. It must be recognized that the junior college unfettered by confining traditions, is truly a functional and flexible institution, whose future growth could be seriously hampered by financial restrictions and unimaginative leadership.

That part of the junior college organization to be explored in the present study is the teaching faculty. The faculty deserves a great deal of attention since, as Mary S. Resh (41:28), Special Assistant in the United States Department of Labor, pointed out, "The quality of any educational program is directly related to the quality of instruction," and the junior college is an institution dedicated to the proposition of superior teaching. John T. Fey (10:3), when president of the University of Wyoming, made a similar reference in the 1964-65 Annual Report of the University of Wyoming when, in writing of the importance of the faculty, he said:

> The faculty is the core of the University. If the faculty is second rate, the institution is second rate, regardless of its physical plant, its students or its administrators. Without a quality faculty all other efforts to improve the educational program are without point and foredoomed to failure.

It is generally thought that the two-year college requires the services of the individual truly dedicated to "teaching." He is not burdened with responsibility for research and writing and may, therefore, devote a much greater part of his time to the preparation and presentation of his material. He will spend more hours in the classroom than will his counterpart in the university and will be more directly involved with the guidance function in his relationship with the students.

At the risk of offending the junior college teacher who feels he has gained in prestige by his move from high school to college teaching, it might be said that although junior college teaching requires greater breadth and depth of subject matter knowledge, the junior college teacher's work is more closely allied with that of the high school teacher. However, the status seeker may still achieve his fame because it is certainly as important to be a good junior college teacher as it is to be a good teacher in graduate school or kindergarten. Each has a job to do and unless it is done well, there is no solid foundation upon which to build further educational or vocational experiences.

Statement of the Problem

The problem of this study was to secure factual and background information on the Wyoming junior college teachers and to analyze their attitudes and understandings of the junior college through their own statements and through a comparison of their views with those from a panel of authorities for the general improvement of the junior college teaching situation in Wyoming.

More specifically, answers were sought to the following questions: (1) What was the age, sex, education, and teaching experience of the teachers employed in Wyoming's junior colleges? (2) What were the attitudes and understandings the teachers held in relation to their work in the junior college, in terms of their image, provisions for professional leave, communication, future plans, improvement of instruction, philosophy and other related information? (3) How did the teachers' responses compare with those of a panel of authorities who reacted to a series of statements concerning desirable qualities of a junior college teacher by indicating the degree of approval or disapproval of the qualities listed? (4) How did the junior college teacher perceive his role as compared with how the panel of authorities perceived the role of the junior college teacher?

Importance of the Study

This study is significant for a variety of reasons. In view of the importance of the teaching faculty in the success or failure of the junior college operation, any information which might be amassed concerning the teachers' attitudes and understandings about their work would be of considerable value.

Since the junior college program is a relatively new and growing movement in Wyoming, it is appropriate that such a study be conducted since one must be cognizant of what exists before worthwhile planning can be initiated to direct future growth.

In addition, this writer is hopeful that he might assist in providing some groundwork for future studies concerning the junior college movement in Wyoming.

Florida, one of the outstanding leaders in the junior college movement, undertook a study (51:1-47) of this nature as a part of an extensive state-wide examination of the entire junior college program during the early 1960's. That research, primarily a status study, financed by the state legislature and assisted by the resources of the Division of Junior Colleges, Florida State Board of Education, was much more extensive than that of this writer. It does not necessarily follow that what is good for Florida is good for Wyoming; however, as mentioned earlier, identification of certain problem areas and the gathering of information is essential before effective growth can take place.

During a junior college research symposium held in Washington in 1963, Giles (21:99) recommended studies of this nature for the gathering of factual information on junior college teachers. And, the reader is undoubtedly aware of the extensive research done by Medsker (33:169-205), Thornton (48:131-45), and others on attitudes of junior college teachers.

The present writer is hopeful that this study will be significant in identifying areas in which in-service and other educational programs can be developed by junior colleges or some outside agency to provide an educational program to meet the needs identified in the study. Such information will be valuable to the junior colleges concerned, as well as to the University of Wyoming, in developing programs for assisting the schools.

A panel of authorities was asked to indicate its opinions on desirable qualities of junior college teachers. Of considerable importance to this study was the opportunity to compare the attitudes of the panel members with those of the Wyoming junior college teachers, who had indicated their ideas by responding to questions identifying these qualities in themselves.

Prior to the inception of the study, no thought was given to the next and final point, but, as the responses began to come in from the junior college faculty members, the writer sensed that for some of the respondents this was the first time they were asked to express their understanding of the place of the junior college in the educational pattern and their role in it as teachers. Perhaps this study will have assisted in encouraging some of the respondents to discard the secondary school and four-year college philosophies under which they have been performing and begin to develop a philosophy more congruous with the junior college function.

Procedure Followed in the Study

The initial step in the study involved personal visits to each of the five junior college presidents in Wyoming. The purpose of the visits was to obtain the opinions of these administrators on the feasibility of the study, to solicit worthwhile ideas and suggestions which they might have, and to secure the permission of each president for his faculty to participate in the study. All of the administrators were most helpful and cooperative.

The second procedure followed was to review numerous publications and studies dealing with the junior college and the junior college faculty in particular. Many of the materials were available through the library facilities at the University of Wyoming, while others were supplied by junior college administrators and other educators in the junior college field. A great deal of material was available relating to some aspects of the study, while other points were only alluded to in a limited number of writings.

The next step, the selection of a panel of authorities, was approached through a process of nominations. These nominations were made, at the request of this writer, by individuals active in junior college administration and various phases of junior college education. The selection of this panel will be described in more detail in Chapter III.

During the assemblage of this panel, an opinionaire comprised of qualities identified as being desirable in junior college teachers was compiled. These qualities were resultant of the personal interviews with the junior college presidents and the information gleaned from the literature. The panel of authorities was then asked to respond to the opinionaire in terms of the importance each attached to the individual statements on desirable qualities in junior college teachers.

The fourth step was to identify, again with the help of administrators, those teachers who would be asked to take part in the study. It was decided to request assistance from only those faculty members who were teaching at least half time in the regular program, thereby eliminating those whose primary responsibilities encompassed activities other than teaching. Following the identification of these teachers, a questionnaire designed to elicit from them certain factual information as well as attitudes and understandings about teaching and the junior college program was developed. The teachers received and were asked to respond to this rather lengthy questionnaire.

In addition to the compilation of general information from the responses of the panel and the teachers, the information from the two sources was compared, whenever relevant, to ascertain what relationship, if any, existed between those qualities deemed desirable by the panel and those characteristics the teachers identified in themselves.

Limitations of the Study

Because of the great abundance of materials available in the form of books, articles, and studies in this field, the problem of judicious selection in the research of related literature is very important, as well as difficult. The breadth of this study involves many aspects, each of which commands lengthy and thorough research and, on occasion, may have been a dissertation topic itself.

The use of an opinionaire or questionnaire in gathering data must be considered a limiting factor. It is nearly impossible to avoid some misinterpretations, even in a person-to-person conversation. The use of an instrument as a medium for soliciting opinions rather than facts is even more susceptible to error due to a misinterpretation of words and the lack of opportunity for discussion and clarification. Recognizing this difficulty, the writer attempted as much as possible to avoid a generality in the wording of the statements. However, since both the opinionaire and questionnaire had to be kept to a reasonable and workable length, a definition of terms was clearly impossible, a limitation which may have unavoidably sacrificed some of the clarity to the imperative demands of brevity.

Finally, the human factor must be considered. This writer does not doubt the honesty of the respondents, but as human beings they are susceptible to prejudice and biases, regardless of earnest attempts at objectivity. Consequently, it is possible that respondents have sometimes expressed verbal acquiescence to an idea only because they are aware that they are expected to answer in a particular way.

Definition of Terms

The following terms have been defined for the purpose of assisting the reader in achieving a better understanding of this study. Unless otherwise indicated, the definitions have been taken from Good's (15: 1-676) Dictionary of Education.

1. Associate degree. The Associate degree is defined as a degree commonly conferred at the end of a two-year junior college or technical institute course of study.
2. Community college. An educational institution offering instruction for persons beyond the age of normal secondary school pupil, in a program geared particularly to the needs and interests of the local area. This term will be used interchangeably with "junior college" and "community-junior college" in the text of this study.
3. Community junior college. As defined by Thornton (48:74), the community junior college is a kind of junior college which is

usually a public institution, draws most of its students from its supporting community, develops programs of study in response to needs of the local community, and is likely to offer a wider variety of courses than the "non-community" junior college which intends to attract students from a much wider geographic area. This term will be used interchangeably with "community college" and "junior college" in the text of this study.

4. Community-service. Community service consists of those activities and enterprises conducted by persons, institutions, and the community as a whole for the maintenance and improvement of desirable social conditions in a locality.
5. Instructor. An instructor is one who imparts knowledge; a teacher. This term will be used interchangeably with "teacher" in the text of this study.
6. Junior college. A post-high school educational institution offering a two-year program either of a terminal nature or as preparation for further training in college or university; grants an associate in arts degree in most cases. This term will be used interchangeably with "community college" and "community-junior college" in the text of this study.
7. Opinionaire. An opinionaire is a type of questionnaire designed to elicit opinions or attitudes, in contrast to objective facts.
8. Questionnaire. A questionnaire is defined as a list of planned, written questions related to a particular topic, with space provided for indicating the response to each question, intended for submission to a number of persons for reply. The questionnaire

employed in this study allowed for both objective and subjective responses.

9. Remedial teaching. Remedial teaching is defined as that special instruction intended to overcome in part or in whole any particular deficiency of a pupil not due to inferior general ability.

10. Teacher. Teacher refers to a person employed in an official capacity for the purpose of guiding and directing the learning experiences of pupils or students in an educational institution. Teacher will be used interchangeably with the term "instructor" in the text of this study.

11. Technical education. Technical education is a type of education that emphasizes the learning of a technique or technical procedures and skills and aims at preparing technicians, usually above the high school level.

12. Terminal education. Terminal education is defined as a program of college education that is completed in less than four years.

13. Transfer education. Medsker (33:6) defines transfer education as transfer courses or curricula designed for acceptance for credit in senior institutions.

14. Vocational education. A program of education below college grade organized to prepare the learner for entrance into a particular chosen vocation or to upgrade unemployed workers is the definition given to vocational education.

CHAPTER II

REVIEW OF SOME PERTINENT LITERATURE

In the exploration of the literature pertaining to a subject as broad as that of junior college faculties, one is confronted with large quantities of information and, consequently, the problem of judicious selection of the available material. In this research an attempt was made to use those references which, in the opinion of the present writer, made the greatest contribution to the study.

The most practical approach to the organization of the review of literature seemed to be to follow somewhat the structure of the questionnaire which was sent to each of the junior college teachers involved in the study. The chapter is divided into two main areas of consideration, research relating to general background and factual information and research relating to attitudes and understandings, with each of the major areas further subdivided for a more detailed exploration of the many points included in the questionnaire.

RESEARCH RELATING TO GENERAL BACKGROUND AND FACTUAL INFORMATION

Age of the Teachers

If the research is to be meaningful, it is necessary to establish, as a first step, the identity of the junior college teacher. What is, therefore, the age group of the majority of these individuals? A 1963 Florida State Junior College Advisory Board (51:27) revealed that 68 per cent of the junior college faculty members in that state were forty-four years old or younger. Clyde Blocker (5:13), president of Harrisburg Area Community College in Pennsylvania, reported that a study involving new faculty members in 429 two-year colleges in the fifty states disclosed a median age of thirty-one for the 2,783 respondents.

As a point of comparison, a paper presented by John Stecklein (52:13) at a Western Interstate Commission for Higher Education meeting identified a median age of forty-three for faculty members in four-year schools in Minnesota. He indicated that this figure would closely resemble the median age of college teachers elsewhere.

Sex of the Teachers

In a study of junior college teachers in Florida, the State Junior College Advisory Board (51:27) found that 65 per cent of the teachers responding to the questionnaire were men. Medsker (33:171) reported that 72 per cent of 3,282 junior college staff members returning his questionnaire were men. On the other hand, only 47 per cent of the secondary classroom teachers in the United States are men. Medsker's results were almost identical with those of Stecklein (52:13), who reported that 73 per cent of the individuals on four-year school faculties were men.

Educational Attainment of Teachers

The educational attainment of junior college teachers has been reported in numerous studies. In Thornton's (48:134) *The Community Junior College*, the information was presented in table form for the purpose of comparison (see Table I, page 15).

TABLE I

PER CENT OF THE INSTRUCTORS IN PUBLIC JUNIOR COLLEGES FOR THE YEARS DESIGNATED WHO HAVE THE DOCTOR'S, MASTER'S, BACHELOR'S AND NO DEGREE FOR THEIR HIGHEST PREPARATION

Year and Study	Total Number of Instructors	Doctor's Per Cent	Master's Per Cent	Bachelor's Per Cent	No Degree Per Cent
1918, McDowell	180	2.8	39.5	55.0	2.8
1922, Koos	163	3.0	47.0	47.0	3.0
1953, Colvert and Litton	4,955	6.3	67.5	20.9	5.3
1955, Colvert and Baker	6,985	7.2	68.5	17.9	6.5
1958, Medsker	3,274	9.7	64.6	17.0	6.8

The Florida State Junior College Advisory Board (51:28) determined through its study that in that State slightly over 12 per cent of the approximately one thousand respondents held a doctorate, as compared to 8 per cent nationally. Over 77 per cent had reached the Master's degree, whereas the comparable national figure was 68 per cent. Ray Maul (31:6), retired assistant director for the Research Division of the National Education Association, wrote of the period from 1957 through 1965, "Those with the Master's degree have increased from a scant 44 per cent to well above 50 per cent; those without this degree have decreased from more than 28 per cent to about 23 per cent." He considered these figures especially encouraging, considering the vast increase in enrollments and the demand for teachers in the junior colleges.

In the Teaching Career Fact Book (39:17), published by the National Education Association, the following observation pertaining to the educational attainment of junior college teachers was made:

> In the typical junior college, new teachers with only the master's degree are, in broad terms, a little more than twice as numerous as new teachers with a record of one year of recognized study beyond the master's--toward the doctor's--degree. Almost one half of all new full-time junior college teachers hold, but have not made substantial progress beyond, the master's degree. About 30 percent of the new teachers in junior colleges have less than a master's degree.

Thornton (48:134) made this significant comment regarding the degrees held by junior college teachers:

> . . . it should be pointed out that the smaller proportion of doctorates held by junior college faculty members is appropriate, because their instruction is limited to lower division. Their number includes as well a large proportion of teachers of applied subjects, who will be less likely to achieve a doctorate in their teaching fields.

Types of schools attended. What was the type of school attended by the teachers? It was reported in the Florida study (44:ques. 58) that 155 of the respondents, or about 15 per cent, had attended a junior college; however, no effort was made to determine whether an Associate in Arts degree was granted, or whether the person merely took some lower division work in the junior college.

Medsker (33:172) found that 27 per cent of the group which he studied had once attended a junior college. He felt the figure was surprisingly high in terms of the relatively small number of college graduates who would have attended a junior college during the time that that generation of teachers was being educated.

Previous Teaching Experience

The majority of the teachers in two-year colleges, according to numerous studies, have had previous teaching experience at some other level of education. Blocker (5:15) said:

> Community colleges select new faculty members who show promise as superior teachers of freshmen and sophomore students. The master's degree and extensive experience in secondary or higher education are the indicies of potentially successful teachers and counselors. Such qualifications seem eminently suitable for dealing with students experiencing their initial encounter with the rigors of higher education who, at the same time, are making far-reaching decisions which will affect their entire pattern of life.

Blocker substantiated this contention with the findings from a study by Siehr, Jamrich and Hereford, which established that of the 2,783 teachers involved, 11 per cent had elementary school teaching experience, 49 per cent had taught in high school, and 25 per cent had taught in four-year schools.

In contrast to the latter figure, Wattenbarger (51:28), Director of the Division of Community Junior Colleges, Florida State Department of Education, wrote in the Florida study that 50 per cent of those teachers responding had teaching experience in four-year colleges. Nearly 70 per cent indicated that they had one or more years of elementary or secondary school experience, and 14 per cent indicated previous junior college teaching experience.

Maul (30:7) reported in a 1963 article that approximately three out of every ten new junior college teachers were fully engaged in high school teaching the previous year, while just under one-fourth had been engaged in graduate study the preceding year, approximately 17 per cent had been teaching in a four-year school, and 10 per cent came into junior college work from business and industrial occupations. A follow-up study by Maul (31:7) two years later disclosed nearly the same information. He reported, "Consistently, throughout the eight years of investigation, the largest single source of new junior college teachers has been the high school classroom. About three of every 10 have come from this source."

The second source of supply, according to Maul mentioned above, remained the graduate school, which supplied 23.7 per cent of the junior college work force. No mention was made as to whether this was a first teaching experience for these people. Colleges and universities remained third in rank as a source of new junior college teachers, with a contribution of 17.1 per cent. Interestingly enough, only 1.6 per cent of the new four-year school teachers were recruited from junior college ranks.

Medsker (33:172), in exploring the question of previous teaching experience, found that of the 3,282 respondents to his questionnaire "over 64 per cent of the group had formerly taught in secondary or elementary schools or in both, mostly, however, in secondary schools." Medsker's explanation for this high percentage was that it is not uncommon in unified systems for the central administration, considering this move a status promotion, to transfer staff members from secondary to junior college teaching positions. Koos (24:201), whose findings were similar to those of Medsker, claimed that the primary difference between the two-year and four-year college teachers was that a greater percentage of the former came from the ranks of the high school teachers, who "must in most states and in most teacher-training institutions meet certain minimum requirements in the field." This was not the case in the four-year school.

Thomas O'Connell (16:29), speaking at a New England conference on community colleges, expressed a desire for recruiting teachers for Berkshire Community College who had college teaching experience; however, that was not a requirement. He was more desirous of employing teachers who would be able to adjust to the widespread aptitudes which they might encounter in the junior college classroom.

Work experience, although not falling into the same category as teaching experience, must be considered. Giles (21:102), speaking at a community college symposium on faculty and staff in Washington, noted that many outsiders who have made reputations elsewhere can contribute to higher education. These individuals may serve as resource consultants or full-time instructors.

Wattenberger (51:33), in expressing his opinion on this matter, emphatically said:

> Since one of the greatest increases in curriculum development will likely occur in the technical subjects, every effort should be made to make employment of individuals qualified to teach these subject areas most attractive. This would require that industrial work experience for these individuals should be given equitable credit for salary increments just as teaching experience is given for academic teachers.

Still another source of experienced teachers is the individual retired from military service. Litton and Rogers (28:17) reported that approximately fifty thousand men and women will retire annually from the military service, and, of this number, approximately four thousand of these "well-trained, widely traveled, able individuals" have college degrees and a desire to teach in high school or college. Others may be willing to prepare for teaching. Litton and Rogers said that California, Florida, and Texas are already using a large number of these instructors because of the states' recreational resources and close proximity to military facilities. Science and mathematics seemed to be their strong points, but all areas were represented by well-qualified people. Student evaluations of the retired military were on a par with those of career teachers, and when a preference was expressed it was in favor of the military person.

On occasion, experience is conceded the reputation of a panacea. The education profession is probably no more guilty of this than any other, but the assumption that experience can and will remedy all ills can hardly be justified. Melvin Haggerty (17:65), when dean of the University of Minnesota's College of Education, seemed to put experience for educators back into the right perspective when he said:

> Faith in the value of experience as a perfactor /sic./ of teaching skill prevails widely among teachers. It is probable that much illusion underlies this belief and that the value of experience depends upon conditions that may or may not always be present. Experience is valuable only when it induces an individual to develop improved methods or to make more facile the use of methods already developed. It is actually harmful if it confirms a teacher's bad habits or dulls his perception of the need for subtle and effective skills. Nothing in our knowledge of psychology or education warrants the belief that the mere continuance in teaching adds indefinitely to a college teacher's effectiveness.

Although experience is undoubtedly an important factor, one is reminded that that factor alone cannot guarantee or be the sole gauge of the success of the instructor.

Provisions for Professional Leave

It has become customary for colleges to grant leaves of absence to their personnel for the purposes of professional growth. This generally comes after a number of years of satisfactory employment. A study by Kintzer (23:22) of faculty handbooks from fifty-one California junior colleges showed that 35 per cent of the schools had some written policy providing specifically for sabbatical leave. However, references made to other types of leave were not explained and, in some cases, could have included provisions for professional leave.

In the Florida State Junior College Advisory Board report, Wattenbarger (51:31) said:

> One administrative policy which received some criticism concerns the procedure of the colleges in granting professional leave. More than a fourth of the faculty indicated that procedures were either non-existent or not satisfactory to them.

Wattenbarger (51:33) went on to say that arrangements for professional leave need to be clarified and that the teachers should receive every possible encouragement to improve their professional competence. It is possible, however, that the teachers were not always fully aware of the provisions for professional leave or how to take advantage of the leave provisions.

Bogue (6:292) emphasized the need for a functional professional leave policy:

> Just as the administrator has a right and duty to secure personnel with the best possible preparation and natural teaching gifts, so the instructor and other workers have an equal right and duty to expect the administration to supply them with the best possible working materials and conditions. Moreover, there should be definite policies to encourage in every possible, positive way the professional growth of the staff and faculty. A laissez-faire policy in these matters is far from being adequate; there must be real leadership and funds to encourage instructors for further study, membership in and attendance professional organizations and meetings, for professional books and magazines, preregistration and in-service conferences and study, and for sabbatical leave.

Increased acquisition of knowledge has placed new, and sometimes unbelievable, demands on teachers in many fields. The provision for professional leave may make a substantial contribution to the alleviation of the problem.

Communication Between Faculty and Administration

Little need be said about the importance of adequate communication between faculty and administration in the smooth operation of any school. Literature on the subject pertaining specifically to the junior college is not abundant; however, that which is available points toward major emphasis on the importance of adequate communication between the two groups. H. L. Smith (43:292), president of William Woods College, said that since the faculty is one of the administrator's publics the office door always should be open to the staff and close informal associations should be cultivated. Of the 1,001 respondents in the Florida study (51:30), 87 per cent reported that the flow of information, views, and opinions between faculty and administration in their respective colleges was either "entirely adequate" or "fairly adequate." However, a little over 11 per cent believed that the flow of information was inadequate. It is not possible to determine from the report whether the 11 per cent consisted of a few teachers from each institution or was the major part of the faculty from a single school, in which case a serious problem would then seem to exist.

Richardson (21:116), speaking at a community college research symposium in Washington, referred to tensions between faculty and administration. He said:

> These tensions usually arise from many natural causes, but the greatest cause is inadequate communication. It is my belief that the development, improvement, and effective use of faculty handbooks can do much to facilitate communication. Presentation of institutional policies, regulations, and procedures, realistically stated, and maintained on a current basis in a faculty handbook is a device that has not, as far as I can tell, received the attention it deserves.

At the same meeting, President James Starr (21:117) of Wenatchee Valley College, alluded to this problem of communication in discussing the role of the faculty in the administration of the school. He explained that the faculty is playing an every more important role in the total educational program through participation in faculty meetings, faculty committees, administrative advisory councils, and "informal power centers." Such participation gives the faculty member an opportunity for clarification of controversial or misunderstood issues and gives the younger members of the staff more of an opportunity for taking part in decision-making. Starr regretfully admits that there is a tendency for faculty members to avoid these extra administrative assignments, which indicates that the administration may not always be entirely to blame for poor communication. Starr (21:119) explained the "informal power centers" thus:

> Finally, the informal, and often secretive, pressure groups are being found in both the junior and senior colleges. Normally these groups are not empowered by law or institutional policy to act for the faculty. These committees wherever found are exerting a strong influence on the morale and general welfare of the total staff.

Certainly, the problem of communication is not unique to the junior college. Stecklein (52:30) spoke of the frequent complaints of a lack of faculty consultation on policy decisions on the university level:

> Time and again comments were made that faculty were not adequately consulted in matters of policy decisions, that there was a breakdown in communication between administration and faculty, not only in terms of reception of faculty ideas but in terms of administrative awareness of faculty problems.

Merit Pay for Teachers

The concept of merit pay is founded upon the assumption that superior teaching will be rewarded with higher pay. On paper the idea certainly has "merit," but efforts to put it into practice have met with little apparent success (38:33), primarily because no practicable method has been developed to determine superior merit. The layman, accustomed to rewarding an outstanding effort with increased financial remuneration, finds it all too easy to attempt to impose the same idea on a profession working with human beings and with something as intangible as learning and knowledge. Luella Cole (8:559), among others, has made an excellent contribution toward identifying those traits which are to be found in good teachers. However, the difficulty arises when one fallible human being must accurately measure the teaching competence of another fallible human being.

Everett Moore (38:32), writing of the present California situation, said:

> The state legislature stepped into the picture this spring /1965/ with the passage of Assembly Concurrent Resolution 69. This legislation urges that school districts provide for the payment of higher than standard salaries for classroom teachers who have demonstrated outstanding competence and success in the instruction of their pupils.

Moore (38:34) went on to report that the greatest opposition to merit pay has come from those teachers in districts which have merit plans. They contend that evaluations are too subjective. He stated that only seven of California's junior colleges have merit pay and that none of the schedules includes an explanation of what standards will be used in evaluating teachers for merit pay.

According to the Florida study (51:28) approximately 42 per cent of the respondents "favored" or "strongly favored" the principle of merit pay, while about 37 per cent were "strongly against" the principle. Others were not familiar with merit pay or were neither for nor against it. Even though 42 per cent of the respondents favored the principle, over 72 per cent were opposed to the criteria used for establishing merit in Florida.

Perhaps, owing to its alleged obligation to be a superior teaching institution, the junior college should be especially cognizant of the concept of merit pay. It would be unfortunate if the junior college fell into the same pitfall as the universities in regard to this situation. Cole (8:511) wrote of a study involving 31 prominent administrators who were asked to list their reasons for advancing teachers in rank and salary. The reasons given, in the order of their frequency, were: publications, new degrees, completion of some research, recent public recognition, efficiency in administration, high ratings by administrators, new membership in learned societies, service on important committees, and election to some office in a learned society. Cole then emphasized the following:

> Conspicuous for their absence are both excellence in teaching and ability to guide students into better ways of living and thinking. In short, the college teacher is promoted for almost any reason except that he can teach.

Junior College and University Faculty Cooperation

As the two institutions work together in the common cause of education, the junior college and four-year college or university must strive toward a better understanding of their respective roles, common problems, and areas where cooperation is feasible and desirable.

In The Community College, Bogue (6:130) emphasized the pressing need for professional leadership in the junior college movement. Those capable of leadership are compelled to assume positions of authority in already existing institutions, thereby leaving unattended positions requiring junior college specialists, positions in universities, state departments of education and the United States Office of Education, for example. Bogue (6:131) placed this responsibility on the university:

> The logical source of professional leadership is the university. Because this is generally accepted, community colleges have been looking to them with increasing rapport. The junior-college movement was initiated largely by university presidents. Much of the sympathetic understanding and guidance through the years have come from several of them. It is quite natural, therefore, that graduate programs, seminars, and practically all conferences for junior colleges should be provided by or entertained on the campuses of the universities. . . .
>
> Genetically and historically, there has been increasing rapprochement between the community colleges and the great universities. In a real sense the future of the movement lies in the wisdom and leadership of the universities. If they will now establish graduate programs essential for the future education and training of staff

> members, teachers, and personnel for research and administrative positions for state departments of education, for teaching in universities in the field of junior college education, for leaders in professional associations and the national government, their contributions will meet the most crucial need in the movement.

Wyoming's university and five junior colleges began a cooperative program (27:3) in late 1965:

> Programs and problems of mutual interest were discussed . . . by 65 representatives from the state's five community colleges and the University of Wyoming during a meeting held on the University of Wyoming campus.
>
> The meeting laid the groundwork for voluntary integration of the state's total higher educational system through establishment of closer relationships between the individual institutions. . . .
>
> Mapped out . . . were continuing programs to deal with admissions, transfer students, electronic data processing, student financial aids, and adult and continuing education projects.

This was the first of a series of proposed meetings between the two groups for the purpose of discussing mutual problems.

Teaching in Area of Preparation

It is desirable that a teacher be assigned to teach in a subject area in which he is prepared. This is especially true in the two-year college where great emphasis is placed on the importance of teaching. In response to a question dealing with the relationship between undergraduate and graduate preparation and their present assignment, about 89 per cent of the Florida teachers (44:ques. 97) reported that they were teaching either full-time or predominantly in the area for which they had prepared. Nine per cent reported assignments predominantly or entirely in fields unrelated to their preparation.

Professional Memberships

Information pertaining to membership in learned societies or professional organizations was limited. Wilson (52:6) commented, however, that he felt membership in the American Association of University Professors, which he described as paralleling a trade union and the broad professional association in other fields, was much less important for the average college teacher than his particular scholarly or learned society. His reasoning was that the individual gains professional recognition in learned societies by presenting papers, serving on committees, presiding at meetings, and serving as an officer, activities which, in turn, bring recognition to his institution. No mention was made of benefit which the instructor might gain in terms of becoming a more effective teacher.

The junior college faculty members in Florida (44:ques. 72, 73), when asked about memberships in professional organizations related to their subject matter areas, reported a very high percentage of membership. Only 10 per cent claimed no affiliation at all, and other memberships ran from one to five or more organizations. The question relating to their membership in educational organizations of a general nature, such as the National Education Association or the American Association of University Professors, elicited about the same response. Eight per cent reported no affiliation.

Program of Preparation

From a perusal of the literature on the subject it becomes obvious that the authorities in the field of junior college education generally agree that there is a definite need to prepare teachers specifically for work in the junior college. Gleazer (14:3) argued that if the junior college is to assume its distinct and separate position in the total educational system, it will have to cease relying upon the programs provided for teachers at other levels of education. Tyler (16:15) made the same point:

> It seems perfectly clear to me that steps are now in order to recognize junior college teaching as a profession and that there must be specific preparation of persons to teach in these institutions. Developments now underway in several universities in the field of junior college administration ought to be accompanied with similar activities in teacher preparation.

What then should be included in programs for the preparation of junior college teachers?

Gleazer (14:4) wrote of two approaches to the preparation of junior college teachers as recommended by the American Association of Junior Colleges. According to him, variations in any program are encouraged, but certain elements are recommended by the Association. The common elements in the first approach would be:

(1) To draw candidates from diverse sources

(2) To gain maximum cooperation from nearby junior colleges in planning, conducting, and evaluating the program

(3) To provide supervised teaching internships in junior colleges

(4) To allow flexibility in student programming

(5) To provide for university-wide participation

(6) To provide program content for development of teaching competencies in two related subject fields

(7) To provide content related to the nature of the junior college, student characteristics and guidance services

(8) To require a Master's degree in content fields for teachers of academic subjects and a Bachelor's degree supported by relevant industrial or other experience for technological instructors.

The second approach recommended by the American Association of Junior Colleges called for the identification and use of outstanding junior colleges as effective environments for the education of teachers. Gleazer (14:4) said:

> Such an institution could be used as a demonstration center, a locale for experimentation, a place for conferences, institutes, short-term residence experiences and internships. Present staff could be supplemented with the best talent available in the form of visiting professors, consultants, visitors from business, industry or the professions.

The aforementioned recommendations of the American Association of Junior Colleges also favored specific preparation for those instructors in the vocational and technical programs. Individual authorities in the junior college field also recognized this need. Bently (16:23), when employing teachers for vocational and technical areas, said that he looked for a person as professionally capable as a liberal arts teacher. He preferred a degree holder and encouraged those holding Bachelor's degrees to pursue a Master's. He looked for an individual who had demonstrated academic achievement, but he must also have had industrial experience and know the whole related field of industry, as well as his speciality. Bogue (6:225), however, placed fewer academic demands on the teacher of applied subjects:

> It has been found in many of the community colleges, furthermore, that some of the best instructors were never trained as professional teachers at all. They have been recruited from various walks of life in which practical approaches are essential in finding solutions to concrete problems . . . .

Some programs designed specifically for the preparation of junior college personnel are now in existence. Teachers College, Columbia, has a program for the preparation of junior college administrators. Stanford has a program for administrators, but courses are also available which qualify teachers to receive the junior college certificate in California. Florida State, U. C. L. A., the University of California at Berkeley, the University of Michigan, College of the Pacific, and the University of Oregon have also inaugurated programs for the purpose of preparing junior college teachers.

In the Florida study (44:ques. 187, 188), two questions were asked relating to (1) how many of the teachers had had formal courses which were specifically designed to prepare them for teaching in a junior college in contrast to teaching at some other level of education, and (2) how many had informal or non-credit courses designed for the same purpose. In response to the question dealing with formal courses, 61 per cent reported that they had one to three or more such courses. Twenty-six per cent had at least one course. Thirty-nine per cent reported none. In response to the question relating to informal or non-credit courses, about 30 per cent reported one to three or more, and 70 per cent reported none.

Up to this point the attention has been focused on entire programs designed for the preparation of teachers for the junior college. Since, as has been emphasized earlier, most of the present generation of junior college teachers have been recruited primarily from the ranks of the high school faculties and are not graduates of the aforementioned programs, some attention should be given to their preparation for their new teaching assignment. It is not practical to consider returning these people to school for an extended period of time; however, it would not be demanding too much to require the completion of a formal or informal course relating to the junior college in general. The proposed course could be a part of an in-service program provided by the employing institution, or could be provided through a nearby university, in the form of an extension class providing academic credit to the participant.

The literature seems to contain very little on this subject of offering some type of introduction to the junior college to the experienced teacher who transfers to the two-year institution's faculty. When such reference is made, it is usually in relation to orientation programs, which will be discussed later. That part of the literature which does concern itself with this subject is usually slanted toward offering a course on the junior college as a part of an over-all program of preparation. Koos (25:143), writing in 1950, noted:

> It is surprising that the proportion of junior college teachers who have had the course called "Junior College," which should yield to them an understanding of the institution in which they are at work, did not rise to a tenth of the entire group of teachers.

The Florida State Junior College Advisory Board (44:ques. 189) discovered in its study, thirteen years later, that only 52 per cent of the teachers had had a course dealing specifically with the junior college curriculum and purpose.

The same subject came under consideration during a New England Board of Higher Education regional conference, and a strong recommendation (16:49) was made for the inclusion of a course relating to the history, organization, and philosophy of the junior college for those people planning to teach in the institution.

In writing of the preparation of teachers for the junior college, Gleazer (14:4) explained the necessity for an understanding of the "broad sweep of junior college education." He said that at one time this was taken care of during orientation sessions for new faculty, but that such an approach is no longer practical and that the teacher's preparation prior to service should include a familiarization with the philosophy of the junior college, the nature of its educational offerings, and the characteristics of its students.

Mitchell (37:133), former dean of Bradford Junior College, agreed that this portion of the potential junior college teacher's preparation should not be neglected. He said:

> . . . /the teacher/ should have some understanding of the philosophy of the junior college, some knowledge of the kind of student he will encounter. . . . A course in the history and philosophy of the junior college might help; so might a course in how to teach his own particular subject.

Starr (21:119) recommended making available to the prospective teacher a junior college course which includes the purposes and functions of the institution, with emphasis upon the general education concept of the lower division work of the junior college.

Tyler (16:15) emphasized that the junior college teacher is no less in need of specific preparation for his work than is the administrator. He argued:

> Junior and community college administrators come from varied backgrounds. So do teachers. We assume that administrators ought to have given attention to junior college philosophy in some formal way. Is there any less need for such study by junior college teachers?

> The establishment of many new colleges as well as certain weaknesses and problems in the junior college identified through recent studies emphasize need for university training programs for administrators. The need is surely as great for university programs directly concerned with the preparation and continuing improvements of junior college teachers.

Orientation of New Teachers

To distinguish between orientation and in-service education is difficult at best. In-service programs normally deal with professional growth, while one usually considers orientation an activity coming prior to, or very soon after, employment and designed to make one aware of certain factors in his environment which will have a bearing on his work. For example, in the case of schools, the orientation might have to do with rules, regulations, philosophy, and traditions of the institution; however, it should be understood that orientation might be an on-going or continuous activity during the early part of, or even throughout one's employment. Under present circumstances, many new junior college personnel will make their first acquaintance with the junior college institution during the orientation.

In his study of the use of the junior college handbooks in familiarizing the new teacher with his work, Kintzer (23:11) noted that 36 of the fifty-one handbooks contained some information regarding background, philosophy, and organization of their respective schools. Some were specific in their charges to the faculty members: 24 of the fifty-one handbooks instructed the teachers to familiarize themselves with the philosophy of the junior colleges and the purposes and objectives of that college in particular. While handbooks are permanent aids to teachers, they are especially important tools during the orientation process, at which time much of the material is usually covered.

Orientation practices vary but seem to be directed toward a common goal. Thornton (48:143) recommended precollege meetings of several days duration, for both new and returning instructors, which could be addressed to the various aspects of the role of the junior college in American education.

Tead (46:49), writing in College Teaching and College Learning, made this reference to the place and importance of orientation:

> Improvement of teaching, especially in the induction of new teachers, entails obvious responsibilities upon those college officers in charge of new appointments. Many institutions will need to pay fuller attention to the orienting of new teachers to their special objectives and methods.

Certainly, the new teacher welcomes the introduction to his new field of endeavor. Lucile Allen (52:73), Dean of Women, Stanford University, discussing a faculty orientation study, noted that a number of new faculty included in the study said they wanted to hear more about the philosophy of the institution, its programs, and operating policies during their orientations.

Membership in Community Organizations

Thornton (48:66) did not recommend membership in community organizations; however, he did say, "Local civic organizations will look to the community college for speakers and consultants on a variety of problems. . . ." Florida junior college teachers (44:ques. 70), responding to a question concerning their civic club membership, revealed that slightly over 52 per cent did hold membership in organizations such as Rotary, Lions, and Kiwanis.

Hillway (20:188) said that the teacher's duties in a two-year institution were very strenuous because, in addition to spending 12 to 15 hours per week in the classroom, he must spend considerable time in preparation, serve on committees, be available to students, and "may spend an evening or two each week as a member of some adult group in a community."

RESEARCH RELATING TO ATTITUDES AND UNDERSTANDINGS

Nomenclature

> What's in a name? that which we call a rose
> By any other name would smell as sweet; . . . .
>
> William Shakespeare

Shakespeare could just as well have been referring to the two-year post-high school institution offering teminal and transfer programs when he penned the above lines for Romeo and Juliet. Technically speaking a fine line of distinction can be drawn between the terms "community college" and "junior college," whereas, "two-year college" is somewhat inclusive of both. Over the years the terms have come to be used interchangeably along with "community-junior college."

Faculty members in Florida, when given the opportunity, expressed varying opinions on the subject. Wattenbarger (51:31) said that the term "junior college" was preferred by 44 per cent of the respondents to the State Junior College Advisory Board questionnaire, 22 per cent preferred "college," 21 per cent stated a preference for "community college," and 13 per cent indicated a liking for "community-junior college." No indication was given as to whether these respondents were guided in their responses by the actual purposes their respective schools served or whether status or some other factor influenced them.

Gleazer (13:1) wrote that many of the institutions are no longer called junior colleges, but city college, community college, technical institute, or simply shortened to college. Many boards have dropped the word "junior" because it gives the impression that the institution is not quite grown up or incomplete in its development. Gleazer then went on with the following:

> Regardless of whether the adjective "junior" is used or not, these are institutions with an identity of their own. Their resources are directed toward programs which meet particular educational needs of the clientele--needs which usually extend two years beyond the high school.

In a regular feature in the Junior College Journal (3:2), a report was made concerning the proceedings of one of the faculty forums at the 1965 American Association of Junior Colleges convention. It was reported that many two-year institutions show a reluctance to drop "junior" from their title and as a result hamper the acquisition of status for their institution.

Certification of Teachers

There seemed to be little agreement on the question of certification for junior college teachers; however, the question does appear to be a popular topic for discussion. Medsker (33:195) found in his study of 3,895 teachers that 62 per cent of the respondents favored state certification. Within that number a greater percentage of applied subject teachers than academic teachers favored certification, and more teachers with secondary school teaching experience than without it were in favor of certification.

Hillway (20:194) reported that few states have actually established adequate standards and procedures for certifying junior college teachers, and that the result has been that very few junior college teachers have really secured special preparation for their work. He said that the Master's degree has become the accepted standard for the preparation of junior college teachers in much of the country.

Apparently no questions pertaining to the teachers' attitudes toward certification were asked in the Florida study; however, in writing the report of the findings, Wattenburger (51:31, 33) made reference to the problem. In the over-all recommendations in the report Florida junior college administrators were encouraged to employ highly qualified individuals, and to do this it was recommended that the difficulties encountered in employing foreign citizens and in recognition of degrees from foreign universities be alleviated by regulation and/or by law. The following suggestion was also presented:

> The requirement that teachers present scores on examinations before employment or before continuing contract may be awarded should not be applied to the junior college faculty. The competition for personnel between universities and junior colleges is much greater than between high schools and junior colleges, and the exam score requirement places the junior college in an unfavorable competitive position with the universities.

Stinnett (45:87) of the National Education Association wrote that certification requirements could be a tremendous roadblock to the employment of well-educated people outside the profession, while at the same time admitting others who have the necessary professional preparation but are deficient in liberal education. Thornton (48:144) reported that only nine states require special certification for junior college instructors, and the others either ignore it or suggest that the requirements for certification be the responsibility of the junior colleges themselves. Only California, Florida, Illinois, Maryland, Michigan, Minnesota, New Jersey, Utah, and Washington listed, according to Thornton, special requirements for the junior college certificate or credential.

Faculty Rank for Junior College Teachers

Judging from the volume of materials available on the subject, the question of faculty rank seems to be of great concern to a great number of people involved in junior college work. Some junior college personnel favor rank from a standpoint of prestige. Marking (21:113) of Skagit Valley College admitted that rank could establish an academic aristocracy that could adversely influence faculty morale, but without it too many valuable instructors move to senior colleges for the professional status which the junior college cannot provide. A study to determine whether the rank (21:116) results in an increase in status and prestige and professional reputation has been proposed. Closely related to this was a statement from the 1965 American Association of Junior Colleges convention in Dallas (3:2). At that time the participants complained that the lack of the use of rank forced the title of "instructor" to be used at professional meetings.

The teacher himself, however, did not appear to be clamoring for a professorship. In the Florida study (51:31) the respondents were asked how they would react to the title of "professor" for all the junior college teachers in that state. Thirty-nine per cent favored the title of "professor," 23 per cent were opposed to the suggestion, and 36 per cent expressed a neutral attitude. The fact that giving everyone the same title would not provide any distinction might have had some bearing on their answers. Harrington (18:24) reported on a study involving 21 individuals in sixteen states in which he polled state department of education officials and state community college associations on the question of rank. Of the nine respondents, Maryland and New York were the only states which really seemed to favor rank for the junior college teachers; however, California, Florida, Texas, and Wyoming predicted adoption of such a policy. Illinois, Kansas, and Washington presented sound reasons for not having a policy and did not seem to anticipate the adoption of one. Medsker (33:193) found in his study that of his respondents 43 per cent were opposed to faculty rank, 36 per cent favored the idea, and 18 per cent were neutral. Those who had taught in the secondary schools were more inclined to oppose rank than those without that experience.

Hendrix (19:28) approached the question from the point of view of the student:

> Summarizing the presence or absence of academic rank policies appears not only to differentiate faculty characteristics but also affects the environment (curricular and extracurricular) as it is perceived by students. It should be remembered that it is the environment of which the student is aware that largely determines the way in which he functions in college.

John Lombardi (29:7), President of Los Angeles City College, sees the situation as not only a question of "for or against the policy" but how to bring about some semblance of standardization throughout the hundreds of junior colleges in the country.

Both sides of the question were presented by O'Connell (16:30). For those institutions opposing the use of rank, he said:

> . . . those institutions which avoid using faculty rank avoid intra-faculty jealousy and those that take on faculty rank do not gain much in attracting teachers. The other argument against using faculty rank is that it is difficult to judge what rank should be given to an individual if his publishing and research activities are not taken into account, as they should not be in a junior college.

On the other side of the argument, he quoted a president from a New York school as saying that the adoption of rank gave the school more prestige. It makes the institution seem more like a college and less like a high school.

Blocker and Wolfe (4:25) conducted a study of academic rank in two-year colleges and drew the following conclusions:

(1) there is a trend toward the adoption of systems of rank

(2) rank will be closely related to salaries

(3) promotions from one rank to another will be supported by evaluative techniques

(4) pressure for systems of rank will come from administrators and faculty

(5) the four factors weighing most heavily for promotion will be professional growth, teaching effectiveness, length of service, and leadership in college improvement

(6) personnel policies in two-year colleges will become more like those in colleges and universities.

6

A statement by Hendrix (19:30) seems especially appropriate for closing this discussion, as it leaves the reader with food for thought:

> The reported teaching experience in junior colleges and other colleges, previous to the present position, would indicate that junior colleges granting academic rank seem to attract more of their faculty members from other colleges. This permits one to hypothesize that such faculty members would probably be less supportive of the traditional purposes and functions of public junior colleges or at least less familiar with them.

Intermediate Degree

There seems to be some need felt by junior college administrators and those involved in preparing junior college teachers for some type of intermediate degree. Undoubtedly many teachers have also given some thought to the possibilities of such a deviation from the traditional programs of preparation. Walters (50:62-3, 75-6), writing in the Saturday Review, discussed the possibility of changing doctoral requirements. In this article entitled "New Demands, Same Old Response," Walters favored revamping these programs of study to suit the current needs of teachers.

Speaking to a New England junior college conference, Fields (16:43) discussed the problem of an intermediate degree at some length. He considered the Master's degree in the teaching field the absolute minimum academic attainment for junior college teachers. He seriously doubted that the Doctor of Philosophy or the Doctor of Education degrees would play an important role for the next ten years because the two-year institutions would simply not be in the best position to bargain for their services. He was not sure that either of the degrees was particularly suitable for junior college work and suggested much closer cooperation between the school of education and the graduate faculties to make the Doctor of Education degree more suitable for junior college teaching. According to Fields, several institutions are working on a two-year degree, but progress is slow, and the lack of agreement on a name is a major factor in holding back progress.

Fields (16:34) also described a program recommended early in the twentieth century in which two years beyond the Master of Arts degree was proposed. The two years were to be spent in teaching and studying under the supervision of a major professor, with a Doctor's degree to be awarded on the basis "of mastery of the subject field and skill demonstrated as a neophyte teacher under supervision."

The "Ph.D. race" engaged in by junior colleges was criticized thus by Blocker (5:12):

> Their [the junior college] trustees apparently do not understand the lack of a meaningful relationship between intensive subject matter specialization on the doctoral level and the teaching mission of the college.

He indicated that many times individuals are employed to give the institution academic respectability with no concern for the person's capability as an effective teacher. Too often the trustees are concerned with the fear that if they employ former high school teachers, refugees from graduate schools, or business or industry instead of Doctors of Philosophy that they will have an inferior academic institution. Blocker emphasized that these trustees need comparative information upon which to judge the competence of faculties.

At one time the School of Education at the University of California experimented with an intermediate degree (26:360). Very briefly, the requirements for this Graduate in Education degree were: (1) four or more years of successful teaching experience; (2) a total of two years of residence graduate work distributed so that one-third is with the department of education, another to some other university department, the remaining third of the work being subject only to the priviso that all of the courses needed for the degree must be advanced; and (3) an acceptable professional thesis dealing from the educational point of view with some problem of consequence.

Blewett (16:19) on the other hand, did not specify an intermediate degree. However, in discussing the qualities desirable in a successful junior college teacher, he stressed the fact that, although he had no quarrel with the Doctor of Philosophy degree, it too often produced a person too narrowly specialized for junior college teaching. He suggested that those who counsel graduate students in respect to teaching careers learn all they can about junior college teaching opportunities. Those who enjoy intellectual pursuits but are not willing to go on for a doctorate probably would not be so impatient with freshmen and sophomores and would be more tolerant of the breadth of learning expected in the junior college teacher. "They should," he said, "be enthusiasts for their special intellectual interests, but for the purpose of sharing them rather than for polishing or sharpening them."

Satisfaction With Profession

Medsker (33:174) revealed that of his respondents, 78.9 per cent indicated satisfaction with their junior college work. Slightly over 8 per cent indicated a neutral position, and about 11 per cent expressed some degree of dissatisfaction.

Florida faculty members seemed highly satisfied with their chosen profession according to Wattenbarger (51:29). Ninty per cent reported satisfaction with junior college work, and 81 per cent would continue to choose teaching as a career. Generally, it appears that the junior college faculty is contented with its work.

Reasons for Selecting Junior College Teaching

Those individuals in the field of education who select teaching as their vocation pay a price, both economic and social, for their choice (47:27). Economically, it is somewhat like the ministry, which demands so much and gives so little. The teacher will generally earn much less than individuals in many other jobs requiring comparable academic attainment. In addition, the teaching profession may be looked down upon by the very graduates whose education was, in a sense, subsidized by their teachers.

What, then, prompts an individual to choose teaching for his vocation? The primary reason the Florida teachers gave for selecting junior college teaching was that they like working with the age group found in the freshman and sophomore years of higher education (51:28).

According to Vance Packard (40:109), the National Opinion Research Center has made the most imposing study of occupational prestige and found that "college professor" ranked third in the twenty-five occupations which were categorized as above average in desirability. Above the college professor were supreme court justice in first place and physician in second. Undoubtedly, the college professor which the Research Center referred to was one from a four-year school, but it gives the reader some idea of the ranking of one in education. Packard made clear however, that the list probably reflected what people "felt they should say" to some extent, because as a nation "we profess great admiration for intellectual pursuits, but really reserve our highest envy and respect for successful businessmen." More realistic, perhaps, were results of a study conducted by the Chicago Tribune Research Division which ranked college professors of prestige schools in the second status group, and included the professor of a small or municipal college and high school teachers in a third status group.

At a Western Interstate Commission for Higher Education meeting (52: 17), reasons for going into four-year college teaching were listed as:

(1) interest in subject matter
(2) desire to pursue research activities
(3) desire to contribute to society
(4) wish to emulate a certain college professor
(5) influence of particular college teacher
(6) the offer of a graduate fellowship
(7) the offer of a college teaching position.

It is interesting to note that these four-year college teachers did not list "a desire to teach" among their reasons for going into teaching.

Student Counseling

Garrison (11:12) defined counseling as a person-to-person situation in which one is in a position to benefit from or be influenced by the experience or wisdom of another. He said that counseling is, therefore, a part of good teaching. "Indeed," he continued, "these are essentially one process, though many teachers would reject such an idea." The rejection might come about through a teacher's fear that giving attention to the individual means giving less attention to the subject matter. Garrison said that counseling should serve exactly the opposite purpose--that of freeing the student from distractions so that he is able to work better. He said that the student who cuts classes, evades assignments, is helpless without constant direction, and lacks interest needs help but not necessarily the help of a professional therapist. Naturally, there are limits, and the teacher must guard against becoming a self-appointed therapist to a student with obviously more serious problems. Ability to make the necessary referral is as important as knowing how to help with a personal problem.

In staffing Berkshire Community College, Director Thomas O'Connell (16:29) said that he looks for people willing to take on a reasonably heavy guidance duty, even though they employ full-time guidance personnel, since this is one of the areas traditionally stressed in the junior colleges.

Medsker (33:186) found in his study that two-thirds of the respondents indicated that counseling and instruction are equally important. Thirty-two per cent said counseling is less important than instruction, and 3 per cent said counseling is more important. Medsker also queried the teachers on the amount of counseling carried on in the junior college. Three-fourths did not feel that the students were overcounseled. Thirteen per cent did feel that there was excessive counseling.

The respondents to the Florida study (44:ques. 213) reacted to a question concerning the areas in which a professional counselor should be utilized. About 46 per cent felt the professional should be utilized in both academic and personal problems. Thirty-seven per cent suggested that the professional counselor be used in personal problems other than class work. Roughly 8 per cent thought the classroom teacher could do all counseling more effectively.

Gleazer (13:1) approached the question from the viewpoint of the student. He said he hoped students would select a junior college to attend because of the institution's commitment to a full program of guidance services. Students uncertain in their career and educational objectives have an opportunity to sample fields of knowledge and test their own abilities under the guidance of professional counselors as well as teachers personally interested in the welfare of their students.

The president of Bronx Community College (35:341) wrote the following about the counseling situation in that school:

> The faculty in the teaching department has been won over to the worth and merit of counseling programs and is now involved in them. Faculty availability for student consultation and remedial assistance is a recognized faculty responsibility. Faculty acceptance of the college's concern with individual student progress and his scholastic standing sets a tone that helps in establishing close rapport with the student.

Hillway (20:153) suggested a rather unique function for the junior college guidance program. He said that, if no other agency is meeting the need, the college should provide a community guidance program for those non-college youths and adults in the community who need help. Such an unselfish service would certainly be a commendable community service if the finances and personnel were such to make it feasible.

Areas of Emphasis

The areas of instruction emphasized in the junior college curriculum are not necessarily the same as those emphasized in the other instructional institutions. The junior college faculty's attitudes toward program emphasis vary according to whether the member identified primarily with the junior college and its philosophy or with some outside group, such as a university, a graduate school, or a high school. The respondents to Medsker's (33:177) questionnaire agreed almost unanimously, for example, that the two primary educational programs which should be offered by the junior college are terminal education and a two-year transfer program. He noted that the relative importance attached to various programs by the respondents was directly related to the teaching field of the faculty members. The Florida teachers, however, expressed the opinion that program emphasis in the junior college should be about equal on transfer courses, terminal courses, and community service (51:28). In speaking of the latter function, the teachers displayed a nearly unanimous attitude favoring adult programs in the junior college curriculum.

An article (34:13) listing deterrents to an effective junior college program included a point on "overemphasis on certain programs." Medsker, the author, said that "certain cultural values" have accentuated the importance of the transfer program with a possible result of killing other programs, such as those in the vocational and adult education areas.

Admission Policy

In the future, the junior colleges will be expected to bear more and more of the higher education enrollment load. In 1959, one of every four students entering college in the United States enrolled in junior college. In New York, Michigan, Mississippi, and California there is the reasonable expectation that within a few years at least half the beginning college students will go to junior colleges (13:2). Tickton (49:9) predicted that by 1985 there will probably be 1,000 public junior colleges with a probable enrollment of between four and five million students, with the larger institutions enrolling 50,000 students in a network of branch locations. Consequently, the junior colleges are going to have to reconsider admission policies in the near future.

Present policies generally embrace the philosophy extending the junior college services to all interested individuals. Bogue (6:106) said:

> The general rule today in practically all sections of the country is for public junior colleges to admit not only high school graduates but all persons in the community who can profit by what is offered.

That was in 1950, and there have undoubtedly been limitations imposed on admission policies since that time.

In the Florida study (51:30) the "open admission to all courses" found favor with only 40 per cent of the respondents. Sixty-nine per cent preferred a "restricted admission policy to college transfer courses."

Most authors alluded to some type of admission restrictions in the future. Meister and Tauber (35:340) wrote of the prevalence of the "open door" admissions policy but emphasized that the schools were slowly being forced into establishing admission requirements because of a lack of adequate facilities. Writing in the Junior College Journal, Lombardi (29:5) of Los Angeles City College, said it was not a question of whether limits should be placed on admissions policy, but rather at what point they should be placed. He explained that the greatest deviation from the open door policy, again due to limited facilities, lies in the area of the applied programs of study.

Certainly, the junior college is capable of attracting a large number of students through its varied programs, its reasonable cost, and its usually convenient location. Medsker (34:6) warned that if such standards are set as to eliminate the borderline student, another institution to serve them will be demanded by the public.

Research

Judging from the literature, a good deal of thought is going into the subject of research by junior college faculty and the place of research on the junior college level. Opinions vary a great deal.

Anderson (1:15) said that the misconception of incompatibility between research and teaching exists in junior colleges. He feels that this is a mistake, and the administrator who feels that time devoted to research could be better spent on some of the institution's pressing problems, needs to realize that the answers to the pressing problems might very well be solved by research. The junior college needs not have a commitment to research, but it can provide a permissive and supportive atmosphere.

Certainly, some good research is essential to good teaching. Marking (21:112) felt that the sharp young scholar, although he could not let his teaching suffer, would risk becoming stale if he did not engage in research. He further argued that if the instructor does not exhibit an inquiring mind, he will have difficulty in encouraging a spirit of inquiry in the students.

In fact, research could be a very important part of the junior college function. Merson (22:11), for example, argued that this institution, because of its responsiveness to changing needs, is the most rapidly developing segment of higher education and therefore must continually conduct research to guide its decisions. This research, the value of which cannot always be immediately recognized, must be carefully selected in terms of usefulness, time, energy, and resources.

A more conservative attitude toward research is advanced by other junior college leaders. Hodson (22:41) of Skagit Valley Junior College agrees that research should be done but that it needs to be an incidental feature of the entire program. He emphasized that the junior college needs to remain first and foremost a teaching institution and not a research organization. Merely keeping abreast of what is going on in the junior college world involves research, though it may not be referred to as such. Hodson, then, accepts the research responsibility to this extent:

> To go through a comprehensive institutional self-analysis regularly, to be aware of the tide of students already upon us, to ascertain their and the community's and nation's needs in our segment of higher education these are necessary.

Beyond that he felt that the research responsibility lies with the university departments of higher education, the American Association of Junior Colleges, regional and state associations, and state departments of public instruction.

Even less enthusiasm for research activities was shown by other writers. Thornton (48:42) said of research in the junior college:

> Universities may become great through research, through publication, through opportunities for graduate study, but the community junior college can attain its local renown and the affectionate esteem of its alumni only through the effectiveness of its educational program. Either it teaches excellently, or it fails completely.

Berkshire Community College officials put this idea into practice. They look first for the individual with a commitment to teaching, but this does not, of course, rule out those interested in doing some research and publishing (16:29).

The National Education Association Teaching Career Fact Book (39:5) supported the contention that teaching should come first in the junior college. It was said in the publication:

> All college and university teachers are expected to keep abreast of the expanding knowledge in their fields of study. Promotion is often related to original research undertaken by the teacher and the publication of its results. This is especially true in leading universities and four-year colleges, where a large part of the teacher's time may have to be devoted to research. In junior colleges the emphasis is upon teaching ability with significantly more hours spent in the classroom each week.

Luella Cole (8:505), who devoted a considerable amount of time to the study of college teaching, said that all teachers were not equally well-equipped for original study and research: some are excellent teachers who prefer to devote full time to instructional activities and the development of their students. She said that the typical research man has neither the interest nor the personality to instruct any but the most advanced students in his own field, and the typical successful undergraduate teacher has neither the interest nor the personality to do outstanding research. Few people succeed in doing both well.

Information of a more factual nature was presented by Johnson (22: 27) following a study which he conducted on institutional research. From the replies of 100 respondents, Johnson concluded that: (1) Junior colleges engage in considerable research; however, (2) less than one-third actually have someone in charge, such as a coordinator; (3) only one-half of the colleges maintain central files for reports on the institution's research; (4) comparatively few faculty members are involved; (5) many administrators express concern about justifying research costs; and (6) although a wide range of subjects are investigated, "instruction and methods of teaching are notably neglected." He also added that in many institutions the quality of research is distinctly inferior.

Need for Professional Education

Hillway (20:193) reported that a group of junior college administrators, when asked what kind of preparation they considered would be most helpful for the new teachers in their institutions, responded with suggestions of psychology, a graduate course in the techniques of teaching, and a course on the junior college. New college teachers, some administrators complain, are often guilty of simply imitating the methods of a favorite graduate school professor, under the assumption that learning is merely exposure to new information (46:15).

The question of professional education for college teachers provokes considerable discussion. Fields (16:44) commented:

> I feel that organized study of learning and teaching problems can help. I know, of course, that there are many who do not feel this way, but I have always wondered why scholars in the academic disciplines sometimes seem to ignore the need for scholarship in professions. My own feeling is that we need more scholarship devoted to the problem of improving instruction and in helping to achieve better answers to the question of how to prepare college instructors more adequately.

Cole (8:515) stressed the need for professional preparation, explaining that it is every teacher's duty to secure the best preparation in the mastery of his subject, in knowledge and understanding of the behavior of his students, and in techniques of instruction.

Writing in the Saturday Review, Skinner (42:80), also, was critical of the lack of professional preparation received by the college teacher. He said that college instructors teach simply as they have been taught and improve, often, only by chance. The teacher does not teach, he simply holds the student responsible for learning. Skinner does admit that people either are or are not born teachers to the extent that they are "interesting" people, so professional education courses may help some but are not the answer for all.

Supervised Teaching Experience

Based on the literature, supervised teaching experiences are favored by numerous authorities. Merson (48:140) has recommended a program of preparation including a full semester of supervised internship in a junior college. An article (2:444) concerning the finalists in Look magazine's "Teacher of the Year" contest emphasized a need for more methods incorporated with additional student teaching. Medsker (33:204) spoke of the desirability of some form of supervised teaching thus:

> The special and difficult problems of orienting teachers and administrators to a more complex and less-well-understood institution such as the junior college may suggest the merits of internship experience for both prospective teachers and administrators.

Medsker (33:195) reported that of his respondents 58 per cent favored a practice teaching requirement. Those academically oriented were less prone to favor the practice than those of applied subjects, but all respondents seemed strongly influenced by whatever requirements might have been imposed on them during their preparation.

Possibly the assumption can be made that since the majority of the junior college instructors have come from the ranks of the high schools they have, at some time during their preparation, been exposed to a student-teaching experience. However, for the individual preparing specifically for junior college teaching, the supervised teaching is a more profitable experience if done on the junior college level rather than in the high school (16:34).

It is interesting to note here, for the sake of comparison, a speech made in 1917 by Lange (26:359) in which he discussed the importance of the junior college faculty. He demanded that the junior college instructor show a "teaching power of a high order," but insisted that, "whatever universities may continue to do, practice teaching on junior college students is out of the question." Apparently junior college authorities no longer feel this way. Merson and Jarvie (21:123), for example, suggested that the supervised teaching experience for prospective junior college teachers should be done in the junior college rather than in a high school or four-year institution.

In-service Education

In-service education provides a teacher with the opportunity to participate in professional activities, keep up-to-date with advances in his field and education in general, to improve his methods of instruction, and to take part in whatever other educational program his school might deem necessary. Actually, the improvement of instruction calls for in-service efforts no matter how well teachers are prepared at the time of employment (16:33).

Wattenbarger (51:33) emphasized the need for in-service programs, explaining that in order to develop good junior college faculties, the individuals involved must have a clear understanding of the role of the junior college in higher education.

Thornton (48:143), also, supported the idea of in-service programs for the junior college teacher. He commented:

> Community junior colleges organize their adult programs on the premise that citizens need recurring opportunity throughout life to learn new things, both occupational and avocational. The same principle applies to their instructors.

Tead (46:13) warned against allowing a complacent attitude to develop, a situation which could lead to a loss of creativity, inventiveness, and enthusiasm. He said:

> I refer to the temptation to laziness. The number of those in all professions who are strong as self-starters and self-propellers may be limited. But the occupational risk of a lessening working drive which surrounds the college teacher once he is secure in his tenure may as well be admitted to be real. And one contrivance for encouraging many scholars to do their best work is to provide them with

> offices, study rooms, laboratory, and adequate library facilities at the college to help toward a sharper distinction between hours of work and hours of leisure.

One approach to in-service education for junior college personnel is the regional workshop. A workshop held at Bennett College, Millbrook, New York (36:19), for example, involved teachers from the Middle Atlantic and New England states and addressed itslef to problems of classroom teaching. The program proved to be so successful that it was recommended that it be implemented on a nationwide scale. Seeing this as a way in which teachers might help each other, the American Association of Junior Colleges Commission on Instruction assigned regional chairmen to encourage similar projects in other parts of the country. Two years later, 1965, Garrison (12:36) reported on the third annual conference at Bennett College. The number of participants had more than doubled, and the teachers reported that it was the best to date.

This writer does not, however, wish to imply that the bulk of the junior college personnel have never experienced in-service programs. Sixty per cent of the respondents in the Florida study (44:ques. 190), for example, had taken part in a course concerning the junior college curriculum and philosophy, either prior to or during their employment in the junior college.

Classroom Observation for Instructional Improvement

Numerous activities may be carried on in the continuing effort to improve instruction, but somewhere in the program it becomes necessary to observe the classroom performance of the teacher. It has been recommended that following the close attention to the orientation of new teachers there should be a careful and continuous follow-up of classroom performance by the administrative faculty (46:49). Deans, department heads, and other competent advisers should take the initiative and focus attention on this subject, perhaps in department and faculty meetings, in order to identify and encourage good teaching.

McKeefery (32:326) pointed out that the academic dean is usually responsible for the quality of teaching in a college, and it is essential for him to have some knowledge of what is occurring in the classrooms. The most effective method of obtaining this knowledge is classroom observation. According to McKeefery, the opportunities for such observations are more common on formal and informal trips to other campuses, rather than at home. The University of Colorado's Kenneth E. Clark (52:49), Dean of the College of Arts and Sciences, complained that the efforts to evaluate teaching effectiveness are often haphazard. He, too, expressed the need for a more systematic method of gathering facts and suggested more emphasis on classroom observation by departmental chairman or someone designated by them.

The procedures commonly followed in supervision through classroom observation have been criticized. Corey (9:67) felt it was generally ineffective because the supervisor is burdened with a "built-in barrier," resulting from the supervisee's protective mechanisms, which are set in motion as soon as he is aware that he is being judged professionally. Usually, the supervisor tells the supervisee what he has done wrong and how to do it correctly. Corey stressed the importance of getting the teacher to judge himself with the help of a supervisor, and to encourage him to discover his own weaknesses. It is especially important to develop an atmosphere which encourages the instructor to seek assistance without fear of damaging his pedagogical reputation.

Garrison (12:37) and Tead (46:48) both found teachers favoring an exchange of class visitations and evaluations by the teachers themselves, in preference to administrative visits. This type of cooperative effort by the teachers could possibly eliminate some of the concern and anxiety aroused by classroom visitations by those charged with the improvement of instruction, or perhaps preclude such visits entirely.

Attitude Toward Student Evaluations

Another method of teacher evaluation which seems to be wide-spread throughout colleges is the use of student evaluations. There seems to be more agreement among the authorities concerning the use of these evaluations than there is among the teachers who are subject to the evaluations. Of course, the negative attitude of many teachers is likely to persist as long as the evaluations are used by administrators as a basis for re-employment and salary increases instead of for the improvement of instruction. Once agreement is reached by the teachers and administration on the purposes and limitations of student evaluations, there will probably be greater consensus concerning their use.

Cole (8:568) wrote extensively on this subject of student evaluation. According to her, such evaluating has always taken place, but until recently it has remained "campus gossip" among the students. Only recently has an effort been made to solicit student opinion on their teachers and put it to use. Cole is quick to admit that, occasionally, when the students do an inadequate job in their ratings, this is more often than not the fault of the scale or of inadequate explanation from the teacher concerning the use of the evaluative instrument. She (8: 570) said:

> There has been no study so far as I can find out of the relationship between an individual student rating and his emotional attitude toward an instructor. I have, however, seen a good many scales that have been filled out by students. Thus far, I think, I have never been over a large set of ratings in which I did not find at least one that ranked the teacher as a complete paragon and one that ranked him a little short of a fiend in human form. These extremes are just projections of "grouches" or "crushes." No teacher should be in the least disturbed by an occasional outburst of either type; they are infrequent and they have no influence upon the general results.

Cole also challenged the idea that to give students low grades was likely to result in a poor evaluation. "The correlation between marks and ratings is usually about .15," she said (8:571). Cole (8:572) even went so far as to say that the students should be the only individuals asked to rate a teacher's classroom performance. She argued:

> They are a poor judge of the teacher's scholarship or his general worth to a college, but they are the only individuals who know what goes on in class. No supervisor or departmental head ever finds out what a teacher's daily performance is like because no class is normal when there is a visitor in it.

Clark (52:50) was less enthusiastic about the use of student evaluations. He felt that the teachers would become mere spoonfeeders of information or would sugar-coat their instruction so that the students would give them a high rating. Additional arguments advanced by Clark were that students tend to judge in terms of "pleasure and pain" and not in terms of merit. Teachers in an area requiring drill, elementary skills, and developmental skills would be penalized, whereas, those instructors who deal in generalities and rather unknown material will be overly rewarded. And finally, he felt that students already have too much to say about academic life. He does admit, however, that students can evaluate the student-teacher relationship, classroom mood, his interest as motivated by the teacher, personal mannerisms, appropriateness of examinations, and the effectiveness of the presentation. Clark suggested that evaluations by graduating seniors are more acceptable because they supposedly have no "axe to grind" and do not have as limited a perspective as freshmen and sophomores.

Remedial Work

The nature and purpose of the junior college necessitate a consideration of the need for remedial offerings. Since the junior college generally admits students of extremely diverse abilities and then attempts to develop their talents to the fullest extent, the remedial studies are considered by many an integral and necessary part of the program. However, it is society itself which obstructs the success of these endeavors. Brick (7:42) encouraged the junior college to continue to direct its efforts toward a wide range of individuals, despite opposing opinions. He said:

> Until there exist more precise conceptions of the value of various types of human contributions to a democratic society, no institution ought to be ashamed to serve some of modest academic ability or with a mediocre high school record.

Remedial programs vary considerably in their composition. Thornton (48:219) reported on a program designed to correct communication problems, a rather unique approach when compared with a typical remedial class in a college. The program called for the creation of several clinics devoted to the improvement of writing, reading, and speaking skills. Students experiencing difficulty in an area could be referred to the clinic by a teacher. The student could then go to the appropriate clinic where he was given specialized, individual assistance until he raised himself to a reasonable point of competence in the skill for which he was referred. He was then free to leave the clinic but could return if he felt he needed further help.

Hillway (20:159) was less specific about individual programs, expressing his concept of remedial work thus:

> The well-equipped junior college provides programs for the improvement of reading habits, the correction of speech defects, and other forms of remedial work in addition to the program of improving study habits.

Medsker (33:178) also investigated this area. He reported that 28 per cent of the teachers indicated that it was "not important" to offer remedial courses for students whose high school academic record made them ineligible to enter directly into a conventional college, and 19 per cent said that it was "not important" for the junior college to offer supplementary work for those students experiencing difficulty in basic courses such as English and mathematics.

Meister and Tauber (35:340), in an effort to determine the worth of remedial programs, studied a program designed to help students who had actually been denied admission to college. Operation Second Chance, operated between February 1960 and June 1961 at Bronx Community College, through a grant by the Fund for the Advancement of Education and was designed to provide evening, tuition-free guidance and instruction in English and mathematics for high school graduates who had been rejected by colleges. Space limitations preclude detailed discussion here, but the program proved to be very successful. Two-thirds of the sixty participants continued college level work, and many went on to a baccalaureate degree.

The success stories are encouraging; however, Lombardi (29:27) enumerated some of the real problems confronting remedial programs, problems to which there seem to be no immediate answers, problems which should continue to receive the attention of the junior colleges. Lombardi asked: (1) How long should the second chance be extended? (2) At what level should the remedial courses be taught? (3) How can the administration persuade the faculty to assume responsibility for the courses? (4) How can the faculty be convinced that the poor students will not lower academic standards?

Thus it is seen from this review of the literature that a host of problems currently face the junior college institution. Vision, experimentation, and persistence on the part of its leaders will serve to strengthen this institution and increase the effectiveness of its role in the American system of higher education.

CHAPTER III

REACTIONS OF THE PANEL OF AUTHORITIES

In this chapter the reactions of the panel of authorities to qualities deemed desirable in junior college teachers will be discussed.

Selection of the Panel of Authorities

In order to obtain a panel of authorities recognized by their peers as competent judges of the desirable qualities to be found in teachers in the junior colleges, the director of the present study recommended that selections be based on nominations. A list of sixty educators presently active in the junior college field was compiled, and these persons were approached for their recommendations for the panel of authorities, (See APPENDIX, page 177.) This writer attempted to choose 60 individuals who would be as representative as possible of those working in and with junior colleges. They represented coeducational as well as women's junior colleges. Nearly one-fifth of the junior colleges represented were privately controlled, while the rest were under public control. Approximately 80 per cent of the institutions served both the transfer and terminal function, while the remaining 20 per cent limited their programs either to transfer work or to the applied subjects. Enrolments in the junior colleges represented ranged from fewer than 100 students in the smallest school to approximately 26,000 in the largest.

The affiliated institutions represented by the nominating group varied nearly as much in age as they did in enrollment. The oldest originally established in 1831, became a junior college in 1925, while the most recent was established in 1962. The oldest school actually established as a junior college was founded in 1903. Geographically, the junior colleges stretched from Washington to Florida and from Maine to California.

In addition to soliciting nominations from junior college representatives, the same request was made of individuals involved in junior college work in institutions and organizations other than the junior college. Sixteen representatives of four-year colleges were asked to offer nominations, along with representatives from state boards, state departments of education, the United States Office of Education, and the American Association of Junior Colleges.

Once the sixty selectors were identified, each was asked to nominate five individuals whom he considered best qualified to judge the qualities most desirable in a junior college teacher. They were encouraged to nominate themselves if they considered themselves in this category. There were five self-nominations. It was made clear that the nominees did not have to be nationally prominent; however, the final list of the panel included names likely to be found in a comprehensive review of junior college related literature.

A final compilation of the nominations showed that of the 117 individuals nominated twenty had received three or more votes. These twenty were then identified as the panel of authorities. (See APPENDIX, page 199.)

The twenty members of the panel of authorities then received an opinionaire which listed twenty-nine qualities deemed desirable in junior college teachers and were asked to react to them by indicating the importance they attached to each statement by rating it from a high value of five to a low value of one, five showing the greatest possible agreement with the statement and one showing the least possible agreement, with the choices between these figures indicating varying degrees of agreement. Each panel member was also invited to comment whenever he so desired. (See APPENDIX, page 182.)

The total compilation of responses to each statement is shown in Table II for quick reference and easy comparison.

ANALYSIS OF THE RESPONSES OF THE PANEL OF AUTHORITIES

A quick perusal of Table II (See APPENDIX, Page 188) will show substantial agreement by the panel on the majority of the statements. This is not at all surprising, since the questions deal with qualities commonly accepted as desirable; however, there are some in which little agreement is evident.

Teacher Versatility

The statement dealing with the desirability of versatility in the teacher's academic preparation, thereby allowing for teaching assignments in more than one field, showed that 73.7 per cent agree very strongly with the statement. About 10.5 per cent rated the statement four, and the same number gave a rating of three. One individual, surprisingly enough a junior college president, gave a rating of one. He stated that he rated the statement that low because his particular school had a faculty large enough to allow specialization in one discipline. Other junior college presidents also qualified their replies in terms of the size of the college.

One of the four-year college representatives emphasized the need for a minimum of twelve hours of graduate work in the teaching subject, so, while agreeing with the statement, he does caution that only those adequately prepared be given such assignments. Another respondent emphasized that such assignments, while important on the junior college level, "could be misused and damaging to students and teachers."

In regard to teacher versatility in terms of the widespread aptitudes likely to be encountered in a typical junior college classroom situation, there was a good deal more agreement. Of the nineteen respondents, 89.5 per cent, or seventeen, rated the statement a five, while the remaining 10.5 per cent gave a rating of four. Three of the panel indicated in their comments that this was "fundamental" for the successful junior college teacher.

Two of the respondents from four-year schools made interesting comments on this subject. One explained that this was very difficult for the instructor who relies heavily on very traditional methods, but it is an excellent opportunity for the innovator. The other described this versatility as the primary difference between the teacher in the two-year school and the four-year college or university.

Academic Attainment and Work Experience

There was an even greater degree of agreement concerning a minimum academic attainment of a Master's degree in the instructor's teaching field. One of the respondents gave this statement a rating of four, and the remaining 94.7 per cent gave a rating of five, clearly indicating that at least a Master's degree is considered imperative for junior college work.

While rating this statement very high, seven of the respondents added comments to the effect that occupational experience roughly equivalent to the Master's degree would be acceptable for those in vocational, technical, business, and industrial fields. As one respondent pointed out, ". . . educational attainment cannot always be measured in terms of degrees." Perhaps wisely, the panel realized the necessity of a practical approach to the problem of recruiting competent teachers in the non-academic areas of instruction. Strict academic requirements would not only be impractical but would prove to be an unnecessary roadblock in employing capable teachers in these areas.

Sixteen of the 19 respondents agreed on a five rating for the statement concerning the need for successful work experience as well as academic preparation for vocational and technical teachers. The respondent giving a rank of three, and thereby indicating some degree of agreement, left some doubt about his reply by saying he questioned the "absolutes of work experience," thus giving this writer the impression that while agreeing with the statement, the respondent felt the work experience should be supplemented with some other kind of preparation related to his work experience. In contrast to this attitude, one of the respondents, known by this writer to be vocationally oriented, said that "work experience is a must" and that teaching techniques and/or methods could be learned "on the job" or through some of the institution's in-service programs.

There seemed to be general agreement by the panel that work experience is quite important for those teachers who will be charged with the responsibility of preparing students for vocational and technical careers.

Continued Study

Surprisingly enough, there was less agreement than one might expect on the question dealing with a continued pursuit of knowledge. While the majority, 68.4 per cent, rated this a five, 21.1 per cent rated it four, and one each rated the statement three and two.

One respondent, strongly favoring the statement, was quite emphatic in a statement explaining his reply. He said, "Obsolescence is becoming a great danger." This is probably especially true in the scientific, vocational, and technical fields of study. This does not imply that constant evaluation and change is not necessary in other fields. Two of the respondents qualified their answers slightly, both emphasizing the latter part of the statement dealing with pursuit through one's own initiative, because higher or additional degrees were not necessarily the solution to the teaching problems that beset the junior college.

Dedication to Teaching

"Such dedication may or may not be related to superior or good teaching. The theory of incentives enters here." This was the rationale of the single respondent who rated this statement two. Another, in expressing his agreement with the statement, said that this dedication is *sine qua non*. It appeared to this writer that the panel, as a whole, is less demanding of dedication to teaching by junior college faculty than a similar panel of secondary or elementary authorities would be of teachers on either of those levels. Slightly over 68 per cent indicated complete agreement with the statement. The three showing the least degree of agreement were personnel representing universities.

Affiliation with Professional Organizations

The responses to the question regarding the importance of membership and active participation in at least one professional organization related to the teacher's area of specialization showed little agreement among the panel. Only seven panel members, or 36.8 per cent, were in complete agreement on the need for membership in professional organizations. Three of the panel, or 15.8 per cent, indicated a rating of four, 36.8 per cent a rating of three, and 10.5 per cent a rating of two.

Unfortunately, while there seemed to be little agreement as to the importance of such a membership, none of the panel members added any written comments which might have enlightened one on the reasoning behind their responses. It is likely that a compiled list of such memberships represented by the panel would be quite extensive.

Guidance Role for Teachers

The guidance function of the junior college and the teacher's role in this guidance function seems to be recognized by the panel as important. Sixty-eight and four tenths per cent of the respondents gave the statement a rating of five. It is interesting to note that of the 31.6 per cent rating the statement three or four, only one of these represented a junior college. The comments reflected the respondents' attitudes toward the role of the teacher in the guidance function. One professor emphasized the importance of making certain that an understanding existed between the teachers and the professional guidance staff as to their respective responsibilities in the guidance function and their relationship to each other. The clarification of these responsibilities could well make the difference between successful and mediocre guidance services. Closely related to this statement was one which emphasized the teacher's "capabilities" as a guiding element in the amount of guidance responsibility he accepted. The size of the school was once again cited as a deciding factor by one of the university respondents. He stated that in a larger institution it was acceptable to employ faculty members who were somewhat unsuited for this duty; however, it is generally important in a smaller school to have faculty members capable in guidance work. He gave no justification for his statement, and, to this writer, it would seem equally important, if not more so, to have each faculty member in a large school possess certain qualities and abilities which might be put into effective use in the informal guidance situations which often present themselves.

Importance of the Junior College Philosophy

Sixteen of the respondents, or 84.2 per cent, agreed, with a five rating, that a junior college teacher should exhibit a knowledge, understanding, and acceptance of the junior college philosophy. Two others felt less strongly about it and rated the statement a four, while one junior college administrator felt it deserved only a three. The latter failed to give a reason for his lower evaluation.

One of the respondents from a university went so far as to say that this "acceptance must be developed prior to accepting a job" in this institution. This may be asking more than one can logically expect, as many people do not develop and exhibit an attitude of "professionalism" until they have had some experience and an opportunity to "grow" on the job and become a part of it. Such a task may be somewhat akin to asking someone to learn to roller skate by doing nothing but reading a book.

A nationally recognized authority on the junior college rated the statement a five; however, he questioned the necessity for acceptance of the philosophy and knowledge and understanding of the junior college by teachers in such fields as literature, chemistry, and calculus. Still another respondent, a junior college president, said he did not feel that "total acceptance" was necessary.

Teaching and Research

The respondents were evenly divided between ratings of five and four, each receiving 47.6 per cent of the votes, on the question dealing with an emphasis on teaching as opposed to research. One respondent, representing a four-year institution, which may be research-oriented, gave the statement a rating of one, the lowest on the scale. However, there does seem to have been general agreement on the statement. Two respondents, representing two outside agencies, emphasized that there should not be a disdain for research, but the question does not imply this. It merely uses the word "emphasis," thereby allowing for that research which is necessary to operate and develop an effective institution.

While the responses of five and four show considerable agreement with the statement, it must be recognized that there is some degree of disagreement among the respondents. Interestingly enough, of the seven respondents from junior colleges, five gave the statement the lower rank of four, while two gave it a rank of five. It would seem that possibly those actually administering junior colleges are less in agreement with the proclaimed philosophy than those who teach what it should be.

Even with the emphasis on making the junior college a superior teaching institution, it is obvious that some research must be carried on if that teaching is to remain "effective." Obviously, a good deal of this research needs to be carried on by or with the close cooperation of the teachers, since it is likely to deal with curriculum, course content and methodology. The statement relating to this situation elicited replies spread unevenly among the three top ratings. Four respondents gave it a rank of five, nine rated it a four, and six agreed on three. While the previous statement left the impression that the junior college administrators felt some research at the junior college level was desirable, their responses to this statement leave doubt in one's mind as to who should be responsible for this research. Their responses were grouped most heavily in the four category, and two selected a rating of three, all of which would indicate less than complete agreement that the research should be conducted by the faculty. The lack of comments provided little help in determining the reasons for their replies or any interpretation of them in relation to the previous statement. The only explanation this writer can make is that these administrators in question were thinking in terms of an outside agency doing the research or that they were saying that "only certain of the faculty should be engaged in the research."

Importance of Methods

The panel displayed more unanimity on the statement suggesting that methods of teaching are no less important than a thorough knowledge of the subject matter. As many as 61.1 per cent of the respondents rated this statement a five. One of them added emphasis to his evaluation with this statement, "Knowledge and technique are both mandatory. Weakness in either area makes a weak teacher." Another respondent made an equally strong statement when he said, "In judging the competency of a [sic] M. D. (surgeon) the procedures he uses are no less important than a thorough knowledge of human anatomy! ! ! !"

Three members rated this statement a four, and four others rated it a three. Only one of these gave his reason for the lower rating, but possibly he set forth the feeling of all when he said, "Very desirable, but who does the judging of methods and by what criterion or criteria?" Certainly, the statement in the opinionaire does not assert it is possible to equate with mathematical certainty a specific number of methods with the knowledge of the subject matter. The inference was simply that in addition to being knowledgeable in his subject matter, the teacher should also be cognizant of the fact that there are more ways than one to present material, some of them being more effective than the well-worn lecture. There is probably no way, nor really any need, to make a judgment as to whether a teacher's methods are in some way equal to his mastery of his subject.

Supervised Teaching or Internships

There was little unanimity among the respondents on the desirability of a supervised teaching experience or an internship for individuals preparing for junior college teaching. Four of the respondents, or 22.2 per cent, agreed with the statement by rating it a five. Their responses were clarified and/or qualified with statements such as these: "We must do more in this important area." "I'd rate internship high; supervised teaching lower." "For those with no previous teaching experience."

Rating the statement with four and, therefore, still demonstrating considerable agreement were five more respondents, or 27.8 per cent. The comments were again noteworthy. An individual working with a junior college program in a four-year school said, "Especially if he has not taught anywhere before; if so, this field experience should be designed for familiarization." Another university representative added this important comment, "In-service education is also needed. If well done, it may be more important than the internship." Another simply stated that this was necessary for "new" teachers.

The rank of three, or about average agreement, was expressed by 33.3 per cent of the respondents. Here again the comments emphasized the importance of an effective in-service program in place of a formal, supervised experience.

Three, or 16.7 per cent, of the group went as low as two to express their lack of agreement with the statement. One, once again, extolled the virtues of an in-service program, that is to say, from a practical point of view, even though he felt the supervised experience was desirable. Another respondent was actually skeptical about whether such experience could be arranged.

Desirable as this requirement might appear to the theorists, there seems to be some question in the minds of the practicing administrators about this statement. None of the administrators rated it a five, one gave it a four, three granted it a rank of three, and three rated it as low as two.

A Commitment to Junior College Teaching

An effort was made to determine the panel's attitude on the junior college teacher who used his position in that institution simply as a stepping stone into a more desirable position in a four-year school. Probably the least consensus of opinion was displayed here. Opinions varied considerably, and there seemed to be no discernible pattern in terms of the institutions or organizations represented. An equal number of the respondents, four in each case, (See Table II, APPENDIX, page 193) rated the statement a five and a one. The others expressed opinions in-between, with a slight majority favoring the statement.

Those respondents in least agreement seemed simply to ask, "Why, what was wrong with such use of a position?" The only logical answer seems to be that during their sojourn at the junior college these "short-termers" would most likely not have or acquire the philosophy desirable in a teacher for this institution. Again, however, theory and reality come into conflict; philosophically, one might hope that everyone in junior college teaching might display such dedication to it that he would not move. Realistically, there are those who will move for any number of reasons; they will do very acceptable work while in their junior college position as well as other positions.

Enthusiasm for Teaching

The panel displayed little disagreement with the statement relating to the importance of a creative and enthusiastic attitude by the instructor toward the act of teaching. Slightly over 63 per cent were in complete agreement, nearly 32 per cent rated the statement a four, and one showed average agreement with a response of three. The only comment of consequence dealt not with the importance of the statement but rather with judging this nebulous attitude.

Keeping Current in One's Field

The statement concerning the importance of keeping "current" in one's field elicited no comments, but less agreement than might have been expected. Over 68 per cent rated the statement five; however, one respondent went as low as three while the other six agreed on four. Comments explaining the reasons for the responses would have been interesting as it is difficult to understand anything but complete agreement on a statement such as this.

Professional Education

"Unwarranted assumption--desirable as it may seem" was the comment of one of the respondents to the statement dealing with the use of various techniques and aids as opposed to reliance on a single method of presentation. He gave the statement a rating of three, which was the lowest it received. Five of the respondents gave a rating of four, and the remaining thirteen were in complete agreement. One respondent's attitude, expressed very succinctly, was, "If he wants to be good--of course." Another who was in full accord with the statement indicated that the teacher must receive help in developing and utilizing the aids.

It would seem that anyone calling himself a teacher would realize that certain elements besides a mastery of the subject matter go into the make-up of an effective instructor. The difficult to identify and hard to understand quality of "how" to teach must enter the picture at this point. The effective teacher cannot look down upon the field of professional education and what it has to offer. Yet, in response to a statement pertaining to a teacher's acceptance of professional education, there was little agreement among the panel. One respondent indicated that the question was so broad he would have to qualify his answer to some degree. He would rate courses like history of higher education quite high, but methods classes he would rate considerably lower. One of the respondents rating the statement a two left little doubt about his feeling on the subject when he said, "I have grave doubts whether professional education is a discipline and even more question concerning extensive claims by some as to the effect or influence which a lot of work in education courses has upon causing a person to be more effective."

Five of the respondents rated the statement in terms of approximately average agreement, a three; however, one of them added that if the writer meant education courses he would answer one or zero. Another respondent in the same category expressed the opinion that he doubted whether the teacher's acceptance or rejection of professional education would have much bearing on his teaching performance. Four respondents gave a rating of four, while four others rated it a five, showing complete agreement with the statement. One of the latter expressed concern as to the teacher's time to do this because of having to keep up to date with changes in his subject field. Actually, the comment seems to have little relevance to the statement.

Professional Growth

The statement relating to the teacher's willingness to improve his effectiveness through attendance at professional meetings, workshops, and in-service programs drew some interesting responses. The three top categories, five, four, and three received all the responses, slightly more than 42 per cent, 26 per cent, and 31 per cent, respectively. Only one junior college representative gave a rating of five, three granted a four, and the other three marked the three category. One might surmise from this that, while giving lip-service to the idea of attendance at professional meetings, the junior college administrators do not really favor attendance by their faculty members. Even the single junior college president giving a rating of five made the following comment. "Provided they are of value--most aren't." His response of five could not have been made with much conviction. One of those in agreement with the statement said that the attendance should be at the institution's expense and not the individual teacher's.

Willingness to Accept New Ideas

Agreement was quite general on the subject of the need for a teacher to display an open-minded and inquiring attitude toward new innovations and methods in teaching. Slightly over 61 per cent of the respondents were in complete agreement, 22.2 per cent were in agreement up to a rating of four, and 16.7 per cent were in average agreement. One of those responding in the three category took exception to the word "must" in the statement and said that the teacher should "want" to display this attitude.

The general attitude of the respondents seemed to be that one could not really expect anything else but such acceptance from teachers. Yet, those who are unalterably opposed to any type of professional education courses would not be apt to display this attitude. Not only would they fail to use new techniques and methods, but they have, in a sense, refused even to admit that there is a value in studying any methods of teaching. They learned through lectures and they will teach through lectures.

Effective Instruction

The panel exhibited considerable unanimity in their response to the statement dealing with continuous self-scrutiny as well as the acceptance of assistance based on classroom observation by one charged with the improvement of instruction. Slightly over 63 per cent were in complete agreement with the statement, leaving nearly 37 per cent to give it a rating of four. One respondent pointed out that this is an ideal but seldom a reality. Another placed great emphasis on the word "self-scrutiny."

The majority of the junior college representatives rated the statement a five, which might give some indication that they are especially aware of the need for instructional improvement and considering some ways to effect the necessary changes to bring about the improvement.

It is unfortunate that the respondents were not more explicit in their opinions concerning classroom observations. This writer's feeling is that they may be relying too heavily on the "self-strutiny" method of evaluation.

Differences of opinion were evident in the responses to the statement pertaining to the necessity for an exchange of ideas between students and between teacher and students. One respondent rated the statement a one, the least degree of agreement possible. He asked, "Why? Sometimes this results in a compendium [*sic*] of ignorance." While he believes an exchange might be desirable under the right circumstances, he does not feel that it is essential. Four others rated the statement a three, one of them commenting that it would depend somewhat on the course and the students. Three other respondents agreed to the point of a four rating, while eleven, or just under 58 per cent, were in complete agreement.

The junior college representatives were grouped most heavily in the five category, showing complete agreement, and possibly reflecting more of what occurs in their own institutions, as opposed to those in which great emphasis is placed on the lecture method.

Responsibility for Remedial Instruction

The remedial function of the junior college seemed to be recognized as important by the panel. All the responses were in the three category or higher. Five received 42.1 per cent of the responses, four had 36.8 per cent, and 21.1 per cent were in average agreement at three.

The accompanying comments substantiated the rating selections. One of the panel members emphasized the importance of this in the junior college especially. Another made reference to the availability of regular laboratories for this function in some junior colleges.

Organizational Membership

The statement on faculty membership was in no way meant to imply that to fulfill its community-service function the junior college should require faculty members to become "joiners" and try to give the school representation on every community organization. It merely meant that each should be encouraged to join or participate in those activities which are best suited to his abilities and interests. It may be that some of the institutions' community-service responsibilities can be fulfilled through the services of the faculty members' natural interests and leadership abilities. And through these contacts it is often easier to put the school's facilities at the disposal of the groups and individuals needing them most. It is another way to provide an "open door" into the junior college for the community.

The panel reflected somewhat of a cautious attitude toward the statement pertaining to such involvement with the bulk of them, 47.4 per cent, responding to category three. The remainder of the responses were spread among the other choices, with the two top categories receiving about 37 per cent of the responses and the two bottom ones about 17 per cent.

The written comments mirrored the other replies. The panel emphasized that these activities should be of the instructor's own choosing, should not necessarily involve all faculty members, and should not be overdone. One respondent agreed and then added, "But not at the expense of some of the other values. He must have time to do and be all the things listed above in the questionnaire [sic].. I would give other values priority." Another said, "I look for community sensitivity in candidates. But this can be a dangerous shoal to evaluation of quality. I hope they will become involved. Some of our better ones do not." The panelists seemed to view this statement very realistically and in its proper perspective.

Personal Qualities and Attributes

To this writer's surprise, the responses to the statement pertaining to the necessity of a pleasant personality for the successful teacher disclosed very little accord among the panel. Responses to categories five through one are summarized by the following percentages respectively: 27.8 per cent, 11.1 per cent, 33.3 per cent, 16.7 per cent and 11.1 per cent. One panelist said, "Most research on attributes of a good teacher boils down to this, doesn't it?" Another pointed out that there were exceptions, but in this situation it seems that there could be few. One junior college president rated the statement a one, indicating very little agreement with it; however, rather than taking exception to the idea of a pleasant personality, he simply indicated that fairness and good sense were more important.

One who has spent any time as a classroom teacher knows that the physical and mental demands of the job are great. Whether the experience is in an elementary class with twenty-five eager pupils or a graduate class of half a dozen, the effective teacher feels the strain. The respondents to this opinionaire gave equal response to categories three and four, with 38.9 per cent selecting each of them. Two selected the second category, while one each picked the first and last. The comments paid heed to the exceptions of those outstanding teachers confined to wheelchairs, in constant pain or otherwise burdened, but these, while obviously hindered, must have had exceptional vitality and drive. Actually, the attitude of the panel indicated that there would have been considerable agreement had the statement read "average" rather than "above average" health.

The teacher whose sense of humor is exercised only to the extent of occasionally laughing at himself is probably making one of the most effective uses of it. There was general agreement among the panelists that a sense of humor is important, if not absolutely necessary for an effective teacher. The largest percentage of responses can be found in the third category, which was selected by 42.1 per cent of the total group. Only two selected anything lower than that, and the remainder were above it. One of the junior college presidents seemed to sum up the idea very well when he made this comment, "Full or dry--but at least something."

A face-to-face discussion by the panel would undoubtedly result in some interesting comments on the merits of cleanliness and a neat appearance and their effects on the learning situation and effectiveness of the teacher. A teacher whose personal hygiene and appearance are such that they detract from his teaching or repulse his students cannot be as effective in working with students as one without these characteristics.

Three of the respondents agreed very strongly with the statement, four agreed a little less strongly and rated it a four. The majority, ten, selected three as the category appealing most to them. One each selected the two lower ratings. Basically, the comments emphasized the desirability of this but none of the panelists indicated beyond the selection of category five that it was essential to success.

The responses to the item pertaining to the absence of distracting and annoying mannerisms were nearly identical to those on the previous statement. Ten respondents, or 58.8 per cent, selected a rating of three. One comment was that some things add authenticity, such as a language teacher's foreign accent. Certainly, a foreign accent is not a mannerism. But, if a German language teacher were to unconsciously click his heels periodically, perhaps a carry-over from his past military expereience, it is doubtful that the act would add as much authenticity to his language class as it would cause distractions from his teaching.

The items on personality, health, humor, appearance, and mannerisms are closely related and one panelist felt compelled to comment upon them in terms of their relationship to each other. He said:

> No one of the qualities, by itself, is of high value or low value. . . . I have known highly effective and inspiring teachers who were curmudgeons; congenitally crippled and in constant pain; warmly interested, but serious and humorless; slovenly; and inveterate hemmers and hawers. Of course, one who fails on all counts is not going to be a very good teacher, but there doesn't seem to be any single quality, or any simple pattern of qualities, that is essential to competence. Even dull people (unintelligent) can be good teachers in some situations.

The panel of authorities, while not concurring completely on any of the items, did establish certain areas of agreement. Though all twenty-nine of the statements identify desirable attitudes, understandings, and characteristics, it is surprising how many of the authorities disagree as to their importance. In a situation calling for such general questions, semantics takes its toll, and some panelists, attempting a strict interpretation of a word, undoubtedly answered differently than they would have if they had replied in a general way. Careful analysis will even show some variance within an individual opinionaire where the respondent has apparently contradicted himself, however, this again could be a matter of semantics. There seemed to be times when one could almost detect the fine line between theory and practicality, where the teacher of junior college teachers or administrators was thinking in terms of the ultimate desirable situation, while the "doer" considered the items in terms of what he had actually encountered in his teaching and/or administrative experience.

Some of the respondents obviously put considerable thought into their replies in an effort to enlarge upon what they had indicated by their checked responses. This writer would like to take the liberty of quoting closing comments from one of these panel members whose thoughts seem to summarize the whole idea of evaluating desirable qualities in teachers. President Rodney Berg of Everett Junior College in Washington, said:

> Obviously all of these are desirable. I remember, however, some real odd ones that were tops. Better we look for qualities that get through to students. Knowledge, understanding of students, tough minded, fair, communicative, inspirational, interested in students, teaching, and his area of competence. I think sometimes we stereotype when we should be looking for ones for whom this mould was broken.

CHAPTER IV

RESPONSES OF THE TEACHERS TO THE FACULTY QUESTIONNAIRE

The reactions of a panel of authorities to statements concerning traits and attitudes desirable in junior college teachers were discussed in the preceding chapter. In this chapter the writer will report on the actual responses of a number of Wyoming junior college teachers to a questionnaire designed to gather information of a factual and biographical nature as well as to ascertain their attitudes toward the junior college and to determine their understandings of its role. (See APPENDIX, page 202.) Where applicable, the responses of the teachers are compared with those of the panel of authorities to determine the relationship, if any, between the collective replies of the two groups.

Selection of Participants

Prior to the research for this paper, the writer visited the Wyoming junior college presidents to obtain permission for the participation of faculty members in this study. Only those faculty members whose assignments involved at least half-time teaching were to participate. Those individuals whose responsibilities are primarily administrative or who teach only a single class in their specialty were eliminated. Thus, only those actually involved in teaching in the junior college were included.

With the assistance of the administration in each institution, each of the 148 teachers in the Wyoming junior colleges received a questionnaire along with a cover letter briefly explaining the writer's purpose for the questionnaire and requesting their participation. Due to the length of the questionnaire, there was some apprehension on the part of the writer as to the degree of cooperation which might be obtained from this group of already busy people; however, there was a very gratifying 91.2 per cent return, 135 of the 148 questionnaires were completed and sent back.

Every effort was made to maintain the anonymity of the participating schools, as well as of the individual respondents. Actually, however, identification of individuals or of schools from the discussions in this paper was extremely difficult. Some of the comments and responses came from where one would least expect them.

Chapter Organization

This chapter is divided into two major areas to coincide with Chapter II, one relating to background and factual information and the other to the attitudes and understandings of the respondents. Selected comments from the respondents were included whenever the present writer felt such inclusion appreciably added to the content of the paper. Such comments allow for clarification and amplification of responses, which were, of necessity, limited by the check-list type of reply. Whenever applicable, the responses to the questionnaire were compared to the responses of the panel of authorities. The reader may also wish to make reference to portions of the related literature in Chapter II. Various tables throughout this chapter will serve to illustrate the comparisions.

RESPONSES TO QUESTIONS ON GENERAL AND BACKGROUND INFORMATION

While tabulating the responses, the writer noted a singular lack of unanimity among the teachers in Wyoming on many of the points covered in the questionnaire. Medsker (33:200) apparently was confronted with the same situation in his experience with a faculty study. He said:

> It is clear that the staff has no stereotyped view of the junior college. Attention hardly needs to be called to the great variation in the responses. In fact, the frequency with which the respondents were divided rather evenly in their opinion on a number of the items may cause the reader to wonder whether members of the staff in two-year colleges have _any_ ideas in common.

This lack of unanimity may not allow every operation of the school to be undertaken with a consensus of faculty and administration opinion, but it is undoubtedly a healthy situation because new ideas may be developed and antiquated ones discarded. The variations of opinion undoubtedly reflect a healthier situation than would exist if complete accord were the case.

Age and Sex of the Teachers

The teachers in Wyoming's junior colleges range in age from 22 to 67 years, with an average age of just slightly over 39 and a median age of 38. As a group it might be said that they appear to be at a very desirable age--old enough to have had considerable experience and yet young enough to be a good number of years from retirement. They may, therefore, be of considerable service to their respective institutions.

As has been discovered in other studies, men predominate on the faculties of institutions of higher education. This was also found to be true in Wyoming, where 101, or 74.8 per cent, of the respondents were male. This percentage of men is slightly higher than the findings reported in other studies.

Degrees Earned and Colleges Attended

Academic attainment. As a group, the junior college teachers in Wyoming compare favorably with those in other studies in terms of academic achievement. (See Table III and Table I, page 15.) Examination of their responses showed that the majority, 79.3 per cent, hold Master's degrees as their highest preparation. One of the teachers holds a Professional diploma in education, and two hold Doctorates. Of the 135

TABLE III

HIGHEST DEGREES EARNED BY JUNIOR COLLEGE TEACHERS IN WYOMING

Degree	Number of Teachers	Percentage
Master's	107	79.3
Bachelor's	22	16.3
Doctorate	2	1.5
No Degree	2	1.5
Associate	1	.7
Special or Professional	1	.7
TOTAL	135	100.0

respondents in the study it is satisfying to note that only three have attained less than a Bachelor's degree, or 2.2 per cent of the total. One of these is close to retirement.

The panel of authorities, who were nearly unanimous in their agreement on the necessary minimal academic attainment of a Master's degree, (See Table II, APPENDIX, page 189) would undoubtedly look with favor upon the accomplishments of the Wyoming teachers.

To at least twenty of the respondents, the junior college is not an unfamiliar institution, since that number hold Associate degrees earned at junior college institutions. That is to say, one reported the Associate degree as his highest degree attainment, while nineteen others hold the Associate degree in conjunction with their higher degrees.

While a large number of the teachers have been educated in Wyoming and surrounding states, there is little danger of provincialism, as educational endeavors have been pursued from coast to coast and border to border. (See Table IV, page 93.) Wyoming leads the list in terms of degrees granted to the respondents with nine Associate degrees, 30 Bachelor's degrees, 31 Master's degrees, and one Professional Diploma. Colorado is close behind, having granted five Associate degrees, 19 Bachelor's, and 28 Master's degrees. Of the 31 states and two foreign countries represented, only five were represented by a single degree. The two Doctorates held by the teachers were granted in Iowa and Michigan.

Teaching Experience

The respondents revealed a variety of experience in terms of years taught as well as types of institutions in which they had been employed. (See Table V, page 94.) Other junior colleges, four-year institutions,

TABLE IV

ALPHABETICAL LISTING OF STATES AND THE DEGREES AWARDED BY THEM TO WYOMING JUNIOR COLLEGE TEACHERS

State	Associate	Bachelor's	Master's	Professional Diploma	Doctorate
Arizona		1	2		
California		2	4		
Colorado	5	19	28		
Connecticut		1	1		
Illinois		6	4		
Indiana		4			
Iowa		6	1		1
Kansas		6	2		
Massachusetts		1	4		
Michigan	1	1	3		1
Minnesota		4	3		
Mississippi		1	1		
Missouri	1	4	4		
Montana	1	5	4		
Nebraska	1	10			
New Jersey	1	1			
New Mexico		2	3		
New York		1	3		
North Dakota	1	2			
Ohio		3	1		
Oklahoma		4	2		
Oregon		1	3		
Pennsylvania		1	1		
South Carolina		1			
South Dakota		4	4		
Texas		1			
Utah		3	3		
Vermont		1	1		
Washington		3	1		
Wisconsin		1			
Wyoming	9	30	31	1	
France		1			
Mexico			1		
TOTAL	20	131	115	1	2

TABLE V

EXPERIENCE EXPRESSED IN TERMS OF AVERAGE NUMBERS OF YEARS TAUGHT AT VARIOUS LEVELS OF EDUCATION AND PERCENTAGE OF TEACHERS WITH EXPERIENCE AT THAT LEVEL

Type of School	Average Number of Years Taught	Percentage with Experience in Each Category
Present school	5.0	100.0
Secondary school	6.3	63.7
Colleges and universities	2.3	24.4
Elementary school	4.6	15.6
Other junior colleges	4.1	14.1
Other	1.0	.7

secondary, elementary, and private schools were all reported as places of previous employment. The group reported an average of slightly over five years experience in their present school, with actual figures ranging from one year to twenty. Fourteen and one-tenth per cent of the respondents had an average of approximately four years previous teaching experience in other junior colleges.

In their responses to the statement concerning experience in four-year institutions, 24.4 per cent of the respondents reported such experience. However, although they spent an average of only slightly two years in the positions, the majority of the responses cited one year as the length of time in the position. As discovered in many studies, the majority of junior college instructors have served at one time or another as secondary-school teachers. The Wyoming figures support this research by disclosing that 63.7 per cent of the state's junior college instructors have spent an average of between six and seven years as teachers in secondary schools. Approximately 16 per cent of the group reported an average of four and one-half year's teaching experience in the elementary schools.

According to the replies, 135 respondents have a total of 1468.5 total years of teaching experience, or an average of nearly 11 years each.

Provision for Professional Leave

Since it was assumed that the teachers were interested in extended periods of study for the purpose of professional growth, the respondents were asked how they would rate their institution's provisions for professional leave. (See Table VI, page 96.) Forty-five per cent of those responding expressed satisfaction, 25 per cent expressed dissatisfaction, and 29 per cent indicated a lack of provision for professional leave at their institution. Nine failed to reply to this item, perhaps because they were unaware of the provisions, or lack of them. It is possible that some of the replies indicating a lack of the provision may have resulted from a lack of knowledge concerning the policy of their respective schools.

Adequacy of Communication

From the 134 responses it is apparent that the State's junior colleges should look into the area of communication between the administration

TABLE VI

TEACHER RATING OF INSTITUTIONAL PROVISIONS FOR PROFESSIONAL LEAVE

Response	Number	Percentage
Satisfactory	51	40.5
No provision	37	29.4
Unsatisfactory	22	17.4
Very unsatisfactory	10	7.9
Very satisfactory	6	4.8
No response	9	
TOTAL	135	100.0

and the faculty. (See Table VII, page 97.) While a total of 85 teachers said it was either "excellent" or "adequate," 49 indicated that the communication "could be improved" or was entirely "inadequate." Unfortunately, 24 of the responses in the two latter categories came from one institution, and along with those responses were brief written comments which emphasized the teacher's discontent.

Reaction Toward Merit Pay and Merit Evaluators

Reaction to merit pay. Surprising as it might seem to a reader of this study, 12 of the respondents were unfamiliar with the concept of merit pay. Considering that nearly all of the respondents had previous

TABLE VII

TEACHER RATING OF THE EFFECTIVENESS OF COMMUNICATION BETWEEN FACULTY AND ADMINISTRATION

Response	Number	Percentage
Excellent	53	39.5
Adequate	32	23.9
It could be improved	25	18.7
Inadequate	24	17.9
No response	1	
TOTAL	135	100.0

teaching experience, this is quite unusual. Only 36 of the respondents favored the concept, 32 expressed a neutral attitude, and 50 were "strongly against." (See Table VIII, page 98.)

The principle of merit pay was obviously a subject, according to the comments, much discussed or studied by some of the group. They were alert to the many pitfalls that might be encountered. One respondent said, "Merit pay isn't worth the ill-feeling that is created." Another expressed the concern that merit might be determined by one's degree or seniority. Another respondent advanced a rather colorful reply, "Merit creates many problems; may be very unfair. Too many brown noses." Some pointed out that their only reason for opposition lay within the inadequacy of the methods for evaluating teaching. This latter reasoning was echoed

TABLE VIII

TEACHER REACTION TOWARD THE PRINCIPLE OF MERIT PAY

Response	Number	Percentage
Strongly against	50	38.5
Neutral	32	24.6
Favor	27	20.8
Unfamiliar with concept	12	9.2
Strongly favor	9	6.9
No response	5	
TOTAL	135	100.0

by many of the respondents--the machinery and methods for satisfactory evaluation simply have not been devised. Apparently, if satisfactory evaluative techniques were devised, many teachers would favor the principle.

The merit evaluators. The 36 respondents favoring the principle of merit pay were asked to identify the person or group of people whom they would want to evaluate them for the purposes of merit pay. Three named the institution's president, one suggested a committee from the board of trustees, seven felt that a committee composed of board members and administrators would be most satisfactory, and 19 selected their department head. Evaluations by various groups were also recommended: Faculty committees, department head and a group from a similar department at the University, students, and a committee of alumni. One individual suggested that the only one in the state competent to judge his effectiveness was a University of Wyoming professor under whom he had studied.

Junior College and University Faculty Cooperation

Feasibility of a cooperating committee.

In order to determine to some extent the degree of cooperation possible between the state's five junior colleges and the single four-year institution in Wyoming, a question was included concerning a cooperative effort between the teachers in the two types of institutions. The group was queried on the desirability of a working committee composed of representatives of the two types of institutions which would meet to study common problems of classroom teaching and to encourage cooperation between the schools. The committee's purpose would be of an advisory nature, not an effort to regulate the curricula of the schools involved or to control the teachers in any manner. There was a nearly unanimous affirmative reply from the respondents. Ten said such a committee would not be worthwhile, and 124 said that they felt it would be worthwhile.

Willingness to serve on a cooperative committee.

The respondents were also questioned on their willingness to serve on such a committee if it were to be established. Of the 124 who thought it would be worthwhile, 110 indicated a willingness to serve on such a committee. Twenty-two said they would not serve, and three failed to reply. Obviously, if such a group were established, the initial cooperation from the junior college teachers would be available.

Working in Area of Preparation

Unlikely as it may seem, some teachers are sometimes given assignments outside their fields, as was pointed out in the Florida Study where only 89 per cent were teaching in fields for which they had prepared. However, 127 Wyoming junior college teachers, or 94.1 per cent, when asked whether they were teaching in subject areas for which they had prepared as undergraduate or graduate students, reported that they were. However, eight, or 5.9 per cent, of the total reported that their work was in another area. Compared to the Florida findings, Wyoming rests in a more favorable position.

Many of Wyoming's junior college teachers may be teaching in two areas (major and minor), but, whatever the assignment, it seems to be within the areas of preparation. The reader will recall that the panel of authorities felt quite strongly that such dual assignments should be within the junior college teacher's capability. (See Table II, APPENDIX, page 188.)

Related to the preceding question was a query concerning the teachers' major preparation in terms of academic as opposed to vocational or technical education. Little can be determined from the replies because of a lack of agreement on each individual's interpretation of vocational education. In some cases, those involved with nurses education or secretarial preparation considered themselves in vocational areas. Others teaching in the same areas did not. Sometimes they checked both responses and sometimes only one. Thus, although 123 indicated that they had academic preparation, and 21 responded to vocational and technical preparation, the response is not such that one can draw any conclusions.

Pursuit of an Advanced Degree

For the question, "Are you working on an advanced degree?" an effort was made to allow for all the possibilities which might be encountered in terms of responses. (See Table IX.) Thirty-nine of the 135 respondents reported that they were pursuing an advanced degree, a rather high number considering that nearly 80 per cent of the respondents already have Master's degrees. Forty-eight said they were not working on an advanced degree, and another 48 said they were not working on an advanced degree but were "engaged in a comprehensive program of self-improvement through independent study." No effort was made to define what the "comprehensive program" might be, so that response might include anything from a well-planned pursuit of a set number of graduate credits every two years to a conscientious reading of the science section of a weekly news magazine. It was hoped that, through inclusion of

TABLE IX

TEACHER RESPONSES TO THE QUESTION: ARE YOU PRESENTLY WORKING ON AN ADVANCED DEGREE?

Responses	Number	Percentage
No	48	35.6
No, but engaged in comprehensive independent study	48	35.6
Yes	39	28.8
TOTAL	135	100.0

this final response, all 135 in the group studied would have a statement to which they could honestly respond.

The reported effort toward advanced degree work and independent study would undoubtedly be adequate to satisfy the panel of authorities' recommendations, as pointed out in Chapter III. (See Table II, APPENDIX, pages 190, 194, 195.)

Self-Improvement Activities

When asked what they had done during the past five years which might contribute to their effectiveness as teachers, the respondents contributed an impressive list of activities. (See Table X, page 103.) Furthering education through summer school seemed to have been the most popular activity. Summer employment also ranked high on the list. Some of the jobs were regular seasonal employment, others ranged from carpentry to manual labor. Usually, the work was in some way related to the instructor's teaching field, but occasionally there was no relationship. Extension class attendance was quite light, indicating that the junior college teachers prefer to pursue their formal education on university campuses. Naturally, there were a number of respondents who said they had done nothing, but the fact that the question required a written reply might have discouraged some from taking the time to respond.

Since the question concerned self-improvement activities for the past five years, it would appear that those involved in such activities engage in them consistently, while others avoid them just as consistently.

Eighteen of 19 respondents on the panel of authorities rated a comparable item on self-improvement activities in the two top categories,

TABLE X

TEACHER PARTICIPATION FOR THE PAST FIVE YEARS IN ACTIVITIES CONTRIBUTING TO TEACHING EFFECTIVENESS

Activity	Approximate Number
Summer school	79
Summer employment	36
Short courses and workshops	18
Extension classes	12
Travel	11
Independent study (personal research, reading programs)	8
Teaching (different level than usual assignment)	8
Committee work	7
Full-time student for a full academic year	3
Political activities	2
Writing	2

indicating strong agreement with the statement. (See Table II, APPENDIX, pages 194, 195.) It was impossible to determine as to what the teachers gained from their involvement in the various activities.

Also related to this is another response from the panel. They expressed considerable agreement, 16 out of 19 selected category five on the item emphasizing the need for vocational experience as well as academic preparation for instructors of vocational and technical students.

In response to the question concerning their self-improvement activities over the past five years, the teachers revealed that a number held summer employment. In most cases the summer work was related to the teacher's area of specialization and, therefore, might be considered as meeting the vocational experience need.

Membership in Professional Organization

In reporting the respondents' membership in professional organizations, it appears sufficient to explain that the organizations are very representative of the more commonly known groups, such as the Wyoming Education Association, American Personnel and Guidance Association, and the American Historical Association, to lesser known organizations like the National Junior College Basketball Coaches Association and the Central States Speech Association. Only 17.8 per cent of the respondents listed no memberships at all.

The panel of authorities was somewhat divided in its degree of agreement on membership in professional organizations. (See Table II, APPENDIX, page 190.) The panelists rated such membership less important than one might be led to believe.

Teaching Adult Education Classes

To a question concerning the number of instructors teaching adult classes in addition to their regular teaching assignments, there was a rather surprisingly low response in that only 31.3 per cent of the respondents teach such classes. Of the 68.7 per cent reporting that they are not teaching adult classes, many said they had in the past. This low percentage might indicate a lack of opportunity in that no classes were available, or it could be indicative of the teacher's over-all philosophy. Further reference is made to the latter on page 148 of this study.

Graduates of Courses Designed for the Preparation of Junior College Teachers

As related in Chapter II, some of the nation's universities have instituted teacher education programs for junior college personnel within recent years. The Wyoming teachers, when asked about their involvement in these programs, were nearly unanimous in not having been participants. Two teachers did not reply to the question, 130 said they had not been involved, and three said they had. Of the latter three, one claimed involvement but is from a school which, based on available information, does not have such a program. Another, although he had attended a school which has such a program, did not graduate from that institution. It is doubtful, therefore, that he can actually claim the distinction of graduating from one of the programs. The third, although he did not elaborate, said he was not a graduate of such a program but that he had participated in one for a year. It was not the type of program resulting in graduation. Thus, it would appear that, actually, none of the 135 respondents are graduates of the programs under consideration. However, as these programs grow, there will probably be an increasing number of these graduates teaching in the Wyoming schools.

It was not surprising to find a high percentage of the State's junior college teachers were not products of special programs; the number of instructors reporting they had taken a graduate-level course which was completely related to the function, purpose, and problems of the junior college was rather low. Of the 135 teachers responding to the questionnaire only 20, or 14.8 per cent, had had such a course. Every school had at least two teachers who had participated in such a course, but no school reported over five participants. Certainly, the writer does not intend to imply that completion of a junior college course is a prerequisite for a successful teacher, but one might expect some correlation between success, in this instance, and knowledge of the institution in which one is employed. Perhaps this knowledge has been acquired through activities other than would be identified in the questionnaire used in this study.

Formal Orientation of New Teachers

In elementary and secondary schools it is not uncommon for new teachers to participate in a rather thorough program of orientation designed primarily to assist them in their work in the particular school or system. Philosophy and related professional education courses are not covered in detail in those orientation programs, since these teachers have, in nearly all instances, graduated from programs designed to prepare them for teaching at that level of education. The junior college is in a slightly different position. Few of their teachers have been prepared, as was pointed out earlier, for teaching in secondary schools or have not prepared for teaching at all. An extended orientation period for new teachers would be one method of familiarizing them with their new position. Judging from the responses, few of the schools have assumed this possibility. It might be noted that there was no pattern which would indicate that any single school, to the exclusion of the others, was effectively using orientation procedures.

The teachers were asked whether, when beginning work in the junior college, they had gone through a formal orientation program introducing them to teaching in the institution and explaining how it might differ from their previous work. (See Table XI.) Nearly 87 per cent reported either a brief, ineffective orientation or none at all. Thus, the majority of the teachers, of whom only 14 per cent reported previous junior college experience, began their junior college work in Wyoming schools without any formal orientation program.

TABLE XI

TEACHER RESPONSE TO THE QUESTION CONCERNING THE AVAILABILITY AND EFFECTIVENESS OF THE ORIENTATION PROGRAM INTRODUCING THEM TO JUNIOR COLLEGE TEACHING

Response	Number	Percentage
No orientation was provided	98	76.0
Yes, a very effective orientation	17	13.2
Yes, but it was brief and ineffective	14	10.8
No response	6	
TOTAL	135	100.0

Participation in In-service Programs for Improving Instruction

In an effort to determine the present status of efforts to improve instruction, the teachers were asked if they were presently engaged in any in-service program dealing with the improvement of instruction or with problems that might be unique to junior college teaching. Of the 129 respondents to the question, 21 indicated present involvement in such a program, 100 said no such program was available, and eight indicated that they had already participated in a program of this nature sometime in the past.

Careful study of the individual responses indicated that, unfortunately, all of the respondents did not interpret the question in the same manner. For example, two respondents were the only members from their respective schools to reply that they were then involved in in-service programs--the possibility of their involvement in such a program is therefore quite unlikely. The only three respondents from another school who answered in the affirmative were in completely unrelated teaching areas. Again, one may question their interpretation of the question, since a school-sponsored in-service program for these three seems an unlikely possibility. Another institution was represented by a number of affirmative answers but some of them indicated that their programs were either departmental (two or three teachers involved) or that the in-service work was done informally and "on their own" rather than through the college itself, which would not come under the definition of in-service education. The latter would be more apt to qualify as independent study for self-improvement. The lack of consistency within the schools and departments within the schools indicated that little was being done in this area, with the exception of two situations. A large part of one school's faculty was actively engaged in an extension class offered by the University, a class which might have fallen into this in-service category, and one department in another school annually involves itself in a self-improvement activity through the use of programmed texts.

While activities might not have been underway at the present time, perhaps they are planned for the future.

Membership in Community Organizations

While a variety of community organizations were named, over half, 53.3 per cent, reported no such affiliations. However, it should be emphasized again that individual interpretations of "community organization" had a bearing on the failure of some individuals to respond.

The teachers, like the panel of authorities (See Table II, APPENDIX, page 197), seemed to look upon memberships in these organizations as one's own prerogative and an activity not to be overdone.

RESPONSES TO QUESTIONS CONCERNING ATTITUDES AND UNDERSTANDINGS

Preferred Nomenclature

Image is often a major factor in one's satisfaction or dissatisfaction with his job. Part of the image for junior college teachers apparently lies in the name given to the institution, as noted in Chapter III. Wyoming's junior college teachers also have differing opinions relating to the name to be given to this two-year institution of higher education. (See Table XII, page 110.) While 43.8 per cent favored the title

TABLE XII

NOMENCLATURE PREFERRED BY WYOMING JUNIOR COLLEGE TEACHERS TO IDENTIFY THEIR INSTITUTION

Response	Number	Percentage
Community college	57	43.8
Junior college	35	26.9
College	23	17.7
Community-junior college	14	10.8
Other	1	.8
No response	5	
TOTAL	135	100.0

"community college," 26.9 per cent preferred "junior college." The title "college," while possibly giving a connotation of more prestige to some, was chosen by only 23, or 17.7 per cent of the respondents. Of the five schools in Wyoming, three have "community college" as part of their title. The other two simply use "college." It is interesting to note the opinions of the respondents from the two institutions using only "college" in their titles. In one of them, 41 per cent preferred "junior college," and only 23 per cent actually chose the term "college." The returns from the other school showed that 42 per cent preferred "community college," while "college" was selected by 26 per cent.

Satisfactory Image

In an effort to identify job satisfaction the teachers were asked how they would classify the image of the junior college teacher in their respective communities. Of the 131 respondents to the question, an impressive 87.8 per cent indicated that the image was satisfactory. Only 12.2 per cent reported it as unsatisfactory, and of the 16 respondents reporting the image as unsatisfactory, 15 came from two of the communities involved in the study. Image is apparently no problem in three of the communities, but a source of some discontent in the other two.

Certification Requirements

Undoubtedly recognizing the value of certification requirements for establishing and maintaining minimum standards, the group could apparently also see certain dangers in the practice of certification requirements for junior college teachers in terms of competing with colleges and universities for personnel. (See Table XIII, page 112.) Forty-four of the respondents felt that certification requirements would be desirable. Eighty-seven disagreed with the statement. Of the latter group, some were possibly reflecting the attitude of their administration, which would, no doubt, oppose such a requirement.

There seemed to be no evident pattern in terms of experience or preparation that would account for those responses favoring certification. Some relationship between this requirement and image was discerned when some of the comments showed opposition to the requirement unless university teachers could be brought under the same regulations. Perhaps for these individuals it is not the certification requirement

TABLE XIII

TEACHER ATTITUDES TOWARD MEETING CERTIFICATION REQUIREMENTS ESTABLISHED BY A STATE AUTHORITY

Responses	Number	Percentage
Strongly disagree	44	33.6
Disagree	43	32.8
Agree	34	26.0
Strongly agree	10	7.6
No response	4	
TOTAL	135	100.0

that is so provoking as the fact that other teachers in higher education are not governed by a rule that is also applied to secondary and elementary teachers. Others expressed opinions ranging from the fear that the University of Wyoming's College of Education might be the accrediting agency to the fact that some individuals have desirable qualities which are not considered in certification requirements.

Desirability of Faculty Rank

The question of a system of academic rank for junior college teachers seemed to command considerable attention in the literature. Some of the arguments advanced for its adoption appear to be sound; however, in Wyoming there does not seem to be any great desire by the teachers for their schools to incorporate a system of faculty rank. Twenty-three of the teachers had no opinion on the statement. They had apparently been so little concerned with the question that they had not formed an opinion. Sixty-two of the 134 respondents did feel that a system of rank was desirable, and 49 opposed the idea. In other words, only 10 per cent more favored than opposed the idea, which would appear less than a ground swell of support.

These findings also cause one to question the basis for a statement referred to in the related literature, in which a State Department of Education official from Wyoming predicted the adoption of a system of faculty rank for the State's junior colleges.

Preparation for Present Assignment

To give an opportunity for some self-evaulation, as well as to determine any serious inadequacies in the State, the teachers were asked whether they felt sufficiently prepared for all of their teaching assignments. At first glance the responses were anything but encouraging. About 25 per cent of the 134 respondents replied "no" to the question, a response which gives a rather bleak picture of what might be going on in Wyoming's junior college classrooms. However, a review of individual questionnaires disclosed a situation which should cause little alarm.

Some of the respondents who replied negatively made no additional comments, but many of those who did almost invariably added that an effective and truly successful teacher never really feels adequately prepared. Some of the comments which seem valuable in terms of identifying attitudes are:

"One never does."

"One never is--times change daily."

"Anyone who says 'yes' is lying."

"Who does?"

"In my field changes occur daily."

"Actually I am never satisfied but consider my preparation sufficient under the circumstance, with constant effort."

". . . not because of original inadequacies, but because of prolonged absence from teaching."

"A good teacher never feels sufficiently prepared for all assignments."

". . . could always use more study."

With most teachers it is not a matter of inadequacy but rather the result of striving for constant improvement and mastery of the subjects. These negative responses come from every school, new teachers, experienced teachers, and academic as well as vocational instructors.

One might deduce that the concern should lie not with those responding negatively to the question but rather with those who confidentally replied "yes" and actually believed it.

Versatility to Meet the Needs of Widespread Aptitudes

The panel of authorities agreed that, due to the possibility of encountering both transfer and terminal students in one class, it is important for the junior college teacher to have sufficient versatility to meet the needs of their widespread aptitudes. (See Table II, APPENDIX, page 188.) When asked whether they felt prepared to cope with the aptitudes which might possibly be encountered in a single classroom containing both transfer and terminal students, the majority answered in the affirmative. Of the 133 respondents to the question, 18.1 per cent said they felt "very adequately prepared," 57.9 per cent felt "adequately prepared," and 24.1 per cent indicated very frankly that they felt "inadequate but were trying to improve."

Since only one Wyoming junior college has a strong vocational program at this time, it is possible that many teachers who indicated they felt prepared to handle the problem have not really encountered the situation to a significant degree. As the other schools develop more balanced programs, some of the replies could change.

Need for an Intermediate Degree

Some writers have explored the possibilities of an intermediate degree designed for the junior college teacher which would allow for necessary work beyond the Master's degree but would eliminate the narrow specialization brought about by the Doctorate. In this study the Wyoming junior college teachers were asked whether such an intermediate degree would best meet their personal needs as teachers.

Of the 131 respondents to the question, 64 replied that they thought it would. Nearly as many, 57, said "no." (See Table XIV, page 116.) Ten suggested some other solutions, such as being allowed to attend more workshops and meetings, or to have the Professional Diploma or Specialist in Education degree designed to meet this need.

A number of suggestions were advanced, some of which seem worthy of quoting. One teacher said, "A second MA degree would benefit me most," while another explained he desired "a program of a broader nature than

TABLE XIV

RESPONSES TO THE QUESTION CONCERNING THE DESIRABILITY OF AN INTERMEDIATE DEGREE, BETWEEN THE MASTER'S AND DOCTORATE

Responses	Number	Percentage
Yes	64	48.9
No	57	43.5
Other	10	7.6
No response	4	
TOTAL	135	100.0

the doctorate program, which is usually too narrow." Two others suggested something at the Master's degree plus 30 hours level, with no dissertation. Another, echoing the same idea, expressed a need for, "a degree not requiring extensive research." Two respondents from different schools suggested that further study without relating it to a specific degree would be most desirable. Another suggested such a degree for all levels of college teaching. Another teacher, also suggesting a trend away from specialization, said, "A degree that allows for wider study of topics within a field (mathematics) rather than a concentration on one [subject] as is so often true for a Ph.D." Another suggested a Ph.D. with a double teaching major and no dissertation. As much as 60 hours of course work above the Master's degree with no research was recommended. Generally speaking, the group seemed to favor the idea of advanced course work without the constraining requirements of a degree program involving a dissertation.

There were very few specific comments indicating the nature of course work to be included or eliminated in the opinions of the teachers. Fewer than five respondents specified that this intermediate degree should not be a Professional Diploma. One who actually did not feel the need for an intermediate degree commented, "I particularly resent the idea that 'education courses' for teaching at this level are of any value whatsoever!"

Interest in Changing Professions

The teachers were asked whether they would be willing to change professions for the same or slightly more salary. Only 18.9 per cent of the 127 respondents replied that they would be willing to change. Those who indicated a willingness were also queried as to their field of interest. Some of the responses to that question were: anthropology, cancer research, public speaking, industry, professional theater, construction, recreation, foreign service, writing, motel management, and electronics.

The panel of authorities would not criticize severely the desires of these teachers to change professions (See Table II, APPENDIX, page 193), according to the responses on the opinionaire. Their attitude seemed to be that, while it would be desirable to have teachers with complete dedication to their junior college work, there will always be those with the desire to better themselves or enter some field holding more appeal for them.

Reasons for Selecting Junior College Teaching

A variety of reasons were advanced by the respondents for selecting the junior college as a place to teach. (See Table XV, page 119.) The most frequently given reason was "freedom in the classroom and a less rigid schedule," which was chosen by 72 per cent of the respondents. The first choice is logical, considering that approximately 79 per cent of the teachers had elementary and/or secondary teaching experience in which there is much less flexibility of schedule. The second choice was given as "personal satisfaction." Chosen last were "just out of curiosity" and "assigned to work in the junior college."

Nearly 20 per cent of the teachers who selected "other" gave some interesting reasons for their choice. One respondent said he was "tired of the big business rat race." Two others indicated that it was the only job available at the time. Another was married and it gave an opportunity for part-time work. Those rather negative reasons were balanced by a number of more positive responses, such as, "I am deeply interested in the junior college movement, and I feel I can be more effective at this level." Another said he became interested in teaching in a junior college as a result of his experience as a student in one in a neighboring state. A third teacher said he felt an obligation to serve the locality in which his family had lived for over 80 years. From the latter responses it is easy to see that all of the teachers are not in their jobs merely to get away from something or because nothing else was available.

TABLE XV

REASONS GIVEN BY RESPONDENTS FOR SELECTING JUNIOR COLLEGE TEACHING*

Response	Number	Percentage
Freedom in the classroom and a less rigid schedule	95	72.0
Personal satisfaction	92	69.7
Enjoyment of working with this age student	80	60.6
Enjoyment of working with the thirteenth and fourteenth year levels of education	72	54.6
Sense of social usefulness	38	28.8
Other	26	19.7
Prestige	26	19.7
Junior college teaching is a good stepping-stone into industry or a teaching position in a four-year school	22	16.7
Salary	19	14.4
Unhappy with elementary, secondary, or four-year school teaching	19	14.4
Assigned to work in the junior college	5	3.8
Just out of curiosity	5	3.8
No response	3	

*The respondents were allowed to check more than one reply.

Counseling Responsibility

While student counseling is a major function of the junior college institution, it should be recognized that it is not necessary that all of it be done by the professional guidance counselor. When asked how they felt the counseling responsibilities should be handled, the teachers, who were allowed to check more than one answer, were in general agreement that the academic and career counseling should be handled by the teaching faculty, while the personal problems should be taken care of by the school's professional counselor.

Twenty of the teachers felt that all counseling should be handled by a professional counselor, while only eight thought that the teaching faculty should handle all the counseling. (See Table XVI, page 121.) Forty-three of the respondents selected the item identified as "other." According to their written comments, they wanted various combinations of the available choices; however, there were some other exceptions. One person thought that all counseling should begin with the teacher, with subsequent referrals to the professional counselor. Some respondents felt that the students often prefer to bring their problems to a teacher whom they know personally instead of to the counselor with whom they have little contact. If this happens, they feel that the teacher should, as much as he is able, try to handle all the problems, regardless of his official position.

A teacher from one of the smaller schools summed up this attitude thus:

> I believe every junior college teacher should be familiar with the principles of guidance, and if a situation should develop when a

TABLE XVI

TEACHERS RESPONSES TO THE QUESTION CONCERNING COUNSELING RESPONSIBILITIES IN THE JUNIOR COLLEGES*

Responses	Number	Percentage
Academic and career counseling should be handled by the teaching faculty	65	49.6
All personal problems should be handled by a professionally prepared counselor	63	48.1
Other	43	32.8
All counseling should be handled by a professionally prepared counselor	20	15.3
All counseling should be handled by the teaching faculty	8	6.1
No response	4	

*The respondents were allowed to check more than one reply.

> student seeks the teacher's guidance, it should be attempted--if possible--at a non-professional level of guidance.

Another respondent suggested that the teachers receive assistance from the professional counselors through an in-service program to prepare themselves for this duty. Another respondent wisely recommended that respective responsibilities be clearly defined and close communication maintained between teachers and counselors, so that difficulties would not arise from one of the parties assuming too much authority. Only one respondent reported that he thought guidance was overemphasized.

The panel of authorities considered the guidance function quite important (See Table II, APPENDIX, page 191) but recommended that it should be kept in the proper perspective.

The teachers revealed through their responses and written comments that they have given considerable thought to the area of guidance and appear to have a very realistic approach to the problems posed by this major responsibility.

Program Emphasis

As mentioned earlier, only one of Wyoming's junior colleges has what might be considered a strong vocational and technical program; however, when asked where they thought the emphasis should be placed, 62.6 per cent of 131 respondents to the question said that transfer, terminal, and community service programs should be about equally balanced. (See Table XVII, page 123.)

Those respondents selecting the community-service reply usually commented that they were considering community service in terms of the educational needs of the community. These needs were not construed to comprise cultural offerings and the availability of physical facilities for community use. Only about 20 per cent of the respondents felt that emphasis should be on the transfer program, even though that seems to be the area of greatest emphasis in all of the schools.

Nearly all the respondents qualified their replies thus: while balance in all three areas is desirable, the balance must in the end be determined by the demands of the area and the group served.

TABLE XVII

TEACHERS ATTITUDE TOWARD PROGRAM EMPHASIS FOR JUNIOR COLLEGES

Response	Number	Percentage
The three should be about equally balanced	82	62.6
Emphasis should be on the transfer program	26	19.8
Other	12	9.2
Emphasis should be on the community-service program	8	6.1
Emphasis should be on the terminal program	3	2.3
No response	4	
TOTAL	135	100.0

Responsibility and Involvement in Vocational and Technical Education

Three questions devoted to vocational and technical education will be treated under this single heading because of their close relationship.

Responsibility for vocational and technical education. First, the teachers were asked whether the junior college had any responsibility in the area of vocational and technical education. As if to support the responses to the item on program balance, 74.2 per cent selected "very much so" as a reply. "Minimal responsibility" was selected by 21.5 per cent, and about 4 per cent said the institution had "no responsibility" in this area.

Involvement in vocational and technical education. Next, the group was asked whether the school's involvement in vocational and technical education was adequate. Only 22.4 per cent indicated that the involvement was "very adequate." Fifty-six per cent felt that, while some involvement existed in this field, it could be increased. The amount of technical and vocational education was "wholly inadequate," according to 17.2 per cent of the respondents, and 4.5 per cent said that such a program was "nonexistent."

The results of the tabulation of the responses by individual schools proved to be quite interesting. The majority response in all schools except one was that the involvement "could be increased." In the one exception, the majority said the involvement was "wholly inadequate." The latter was also the only school which failed to get a singly reply in the "very adequate" category. Generally, those individuals involved in the existing vocational and technical programs rated their institution low on the item, while those not in sympathy with such programs considered the program quite adequate.

Effect of vocational and technical programs on the school's prestige. Finally, the teachers were asked if they felt that vocational and technical programs lessened the prestige of the junior college. Fourteen of the 133 respondents to this question thought the prestige was lessened "considerably." Thirty felt that the term "slightly" best suited their feeling on the question, and 89 said the prestige was lessened "not at all."

It is possible that when more extensive vocational and technical programs are introduced into the State's junior colleges, the teachers' attitudes may be considerably different. At the present time, according to the results of this study, the teachers' acceptance of the vocational and technical programs is quite satisfactory.

Responsibility for and Involvement in Adult Education Classes

Adult education responsibility. As stated previously, a rather small number, 31.3 per cent, of the State's junior college teachers are presently engaged in teaching adult classes. The teachers were asked whether teaching adult classes on an overload basis was part of their responsibility, providing there was adequate remuneration. Over half the 133 respondents felt that adult education was their responsibility and would accept this obligation. (See Table XVIII.) About 20 per cent

TABLE XVIII

TEACHER OPINION TOWARD THE ACCEPTANCE OF RESPONSIBILITY FOR TEACHING ADULT EDUCATION CLASSES ON AN OVERLOAD BASIS

Response	Number	Percentage
Yes, and I would accept the responsibility	74	55.6
No, I do not consider such classes as one of my responsibilities	33	24.8
Yes, but I prefer not to teach adult education classes	26	19.6
No response	2	
TOTAL	135	100.0

felt this was part of their responsibility, but they indicated that they preferred not to teach adult classes. Approximately one-fourth of the respondents reported that they did not feel that such classes were a part of their responsibility.

Since adult classes are considered a part of the community-service function of the institution, it would appear that the latter two groups of teachers do not accept or perhaps understand, that part of the philosophy which encompasses community service. Fortunately, no single school dominated any one of the categories. However, it was determined that the two smallest schools had the largest percentage of teachers willing to accept the responsibility for teaching adult classes.

Attitude Toward Admission Policy

All the teachers replied to the question concerning what the junior college's student admission policy should be. An "open door" policy, giving everybody an opportunity to try to achieve a college education, was selected by 60.7 per cent. Slightly more than 10 per cent of the respondents felt that those students entering a transfer program should have to meet certain scholastic restrictions, while 20.7 per cent thought the scholastic restrictions should apply to all incoming students. (See Table XIX, page 127.)

Again, those desiring scholastic restrictions for all students seem to be in conflict with the basic junior college philosophy and its effort to assist those who may not be able to enter a regular college because of academic inadequacies.

TABLE XIX

TEACHER ATTITUDES TOWARD THE STUDENT ADMISSION POLICY

Response	Number	Percentage
Open door	82	60.7
Scholastically restricted for all students	28	20.7
Scholastically restricted for transfer students	14	10.4
Other	11	8.2
TOTAL	135	100.0

Research by Junior College Teachers

The teachers' attitudes toward research were indicated to some extent by their comments on the intermediate degree. Many emphasized that the course work on the advanced degree was a reasonable requirement, but they did not want to become involved in research. The same attitude was reflected in the responses of the teachers to the question of whether the role of the junior college teacher should include a responsibility for research. (See Table XX, page 128.) The majority felt they had a responsibility only to the extent of conducting research which would improve their teaching or upgrade their school.

When the panel of authorities was asked to what extent they agreed with a statement which recommended limiting junior college teachers to

TABLE XX

TEACHERS RESPONSE TO THE QUESTION: SHOULD THE ROLE OF THE JUNIOR COLLEGE TEACHER INCLUDE RESPONSIBILITY FOR RESEARCH?

Response	Number	Percentage
Research should be undertaken only as it relates to the improvement of the individual's teaching or other upgrading of his school	105	82.0
Research should not be the responsibility of the junior college teacher and should not be undertaken	15	11.7
Research should be a major part of the junior-college teachers's responsibility	8	6.3
No response	7	
TOTAL	135	100.0

research which was appropriate to the functioning of their individual schools, they displayed general agreement with the item. None seemed to feel that research should play the major role that it does in a university. (See Table II, APPENDIX, page 192.)

Attitude Toward Professional Education Courses

The teachers were asked to assume that they were just preparing to become junior college teachers. Then, under this assumption, they were to explain their reaction to taking professional education courses dealing with college-teaching methods, psychology of learning, and history and development of the junior college, providing the courses remain a reasonable part of their total program.

There seemed to be little connection between previous preparation or experience and the responses to the question. Some instructors who had not prepared for the teaching profession and for whom this was a first position indicated that such courses would be valuable. In other situations, instructors of years of experience said they would take the courses only if they were required to do so. Of the 132 instructors responding to the question, 59.1 per cent said the courses would be valuable if really related to the junior college, and 40.9 per cent said they would take them only if they were required. Many of the respondents who selected the first item qualified their replies by emphasizing the words "really related." There were many comments relating to the latter item, obviously an area of some interest.

One individual with ten years of teaching experience said that he might even give up the idea of teaching in a junior college rather than take such courses. Another, refused to answer the question because the opportunity to absolutely refuse such courses was not provided for. The comment read, "I would change my preparation to that for a four-year school, just as I changed as an undergraduate to preparation for college teaching when 'education courses' proved to be dull, anti-intellectual, and a total waste of my time." From the same school another instructor said, "'How to teach' courses are useless. Anyone who cannot comprehend the above courses without a course should not be teaching." One of the respondents who said the courses would be valuable did cross out the section dealing with the history and development of the institution. A respondent from one of the larger institutions made a more worthwhile comment when he said:

> I don't believe there is that much difference in pedagogy from a secondary methods course to one on the college level. I would favor requiring (in addition to regular secondary preparation) a brief survey (2 hours) of the history and development and objectives of the junior college. Nothing substitutes for (A) a good sequence in the psychology of development, (B) a thorough internship program, and (C) a couple of years of high school teaching experience.

While most of the comments offered little in terms of constructive criticism, they may have served a therapeutic purpose by allowing some of the respondents an opportunity to express their animosity toward professional education courses. However, the extremely critical comments represented only a very small percentage of the total number of respondents.

While the panel of authorities did not express unanimous agreement on the statement concerning the acceptance of professional education by the teachers, they evaluated it high enough to emphasize that it was important. (See Table II, APPENDIX, page 195.) A large number of Wyoming's junior college teachers seemed to concur with this evaluation.

Also related to this question was an item on the panel's opinionaire stating that the teacher should have a sincere interest in, and dedication to, the teaching profession. The panelists' replies were spread throughout the five categories, with 16 of the 19 responses grouped in the two top categories, thus exhibiting considerable agreement. (See Table II, APPENDIX, page 190.) Again, judging from the various replies of many of the teachers, they are, on the whole, dedicated to their work. In some instances, although the respondents expressed no desire to change professions, they displayed something other than a positive attitude toward teaching and its related activities.

Supervised Teaching or Internship Requirement

Again, the teachers were asked to consider the question of supervised teaching or internship from the standpoint of one preparing to become a junior college teacher. They were asked whether a supervised teaching experience or an internship on the junior college level was necessary for an individual preparing for junior college teaching. (See Table XXI.)

The panel of authorities showed little unanimity on a comparable question on the opinionaire. The largest concentration was in category

TABLE XXI

TEACHER ATTITUDE TOWARD THE NECESSITY FOR A SUPERVISED TEACHING OR INTERNSHIP REQUIREMENT FOR THOSE PREPARING FOR JUNIOR COLLEGE TEACHING

Response	Number	Percentage
Disagree	56	42.7
Agree	39	29.8
Strongly disagree	25	19.1
Strongly agree	11	8.4
No response	4	
TOTAL	135	100.0

three. (See Table II, APPENDIX, page 193.) Fewer of the junior college panelists than the college and university representatives thought it was necessary.

Generally speaking, it would have to be said that the teachers were not in agreement with the statement. Fifty of them "agreed" or "strongly agreed," while 91 "disagreed" or "strongly disagreed." Four failed to respond. If there was any pattern to the answers, it was that the teachers in schools most likely to aspire toward becoming four-year institutions tended to discount the value of supervised teaching or interships. A few of the answers were qualified slightly. Some emphasized internship over supervised teaching, and two respondents said student teaching in the secondary schools was sufficient. Another suggested a form of internship but he described it as a year-long in-service experience conducted by the employing school instead of a university. A final comment came from an individual who struck a severe blow at the entire teaching profession; his deduction was that "teachers are born, not made," and that such an experience would not help those not born to be teachers and would be unnecessary for those who were.

Commitment to Junior College Teaching

The teachers were asked whether, barring any unexpected changes in present plans, they intended to remain in junior college teaching until retirement. All but one replied to the question, and, of the 134 respondents, approximately half, or 48.5 per cent, indicated that they did plan to remain in junior college teaching until retirement. A relatively small percentage, 14.9 per cent, stated a definite intention to move to some other type of work. Only one of the schools seemed to have an abnormally high percentage in this category, and in that situation approximately 23 per cent of the teachers said they did not intend to remain in junior college teaching. Comments of two respondents from that institution might be indicative of at least partial cause for this. One qualified his negative reply by saying he would not stay unless the present administration changes. Another said "no" and added, "God forbid if it's like this one." The other negative replies had no comments which led the writer to feel that their reason for leaving would not stem as much from dissatisfaction as from a desire to try to find some employment more to their liking. The remaining 36.6 per cent indicated that they were undecided on the question.

Teaching Methods Utilized

Approximately 95 per cent of the panel of authorities felt that a variety of teaching techniques and aids was of considerable importance. (See Table II, APPENDIX, page 194.) The Wyoming junior college teachers were not asked to evaluate the statement in terms of importance but simply to indicate from a list the methods of instruction they utilized. (See Table XXII, page 134.) Of the 132 respondents, slightly over 96 per cent of the group used the lecture, and over 92 per cent used class discussions. These two methods led the rest considerably. The least popular activity was field trips, indicated by 30.3 per cent of the group. Among other techniques used were: clinical experience, demonstration, students helping each other (formalized to some degree), student participation (sport and dance), directed performance of on-the-job experience, role playing, actual practice situations in the theater,

TABLE XXII

METHODS OF INSTRUCTION MOST FREQUENTLY UTILIZED BY RESPONDENTS*

Method utilized	Number	Percentage
Lecture	127	96.2
Class discussion	122	92.4
Audio and visual materials	88	66.7
Individual student research and reports	82	62.1
Constant experimentation with new ideas and techniques	63	47.7
Small-group work	61	46.2
Resource people	48	36.4
Field trips	40	30.3
Other	25	18.9
No response	3	

*The respondents were allowed to check more than one response.

drill, language laboratories, observation, work experience, laboratory work, seminars, and "anything that works."

Certainly, a variety of techniques are utilized by Wyoming's junior college teachers. While the lecture remains a popular method in teaching for this group it is obvious that the teachers do not feel in any way bound to its use.

The panel of authorities agreed strongly that a creative and enthusiastic attitude toward the instructional process was important in the teachers. (See Table II, APPENDIX, page 194.) If the variety of methods and techniques used may be one criterion by which to judge this attitude, and this writer feels this is possible, many of the teachers are creative and possibly enthusiastic. A dull and plodding approach to one's teaching would probably result in the use of only one technique, which none of the respondents reported. Neither were the respondents hesitant to add approaches not mentioned in the list; they apparently do a number of different things in directing learning in their classes, and they are anxious to let this be known. The panel also emphasized the importance of an active exchange of ideas in the classroom. If the activities reported by the teachers are actually carried on, the students, and the teachers and students probably succeed in achieving this active exchange of ideas.

Requirement of the Course: Junior College

The teachers were asked for their reaction to a requirement of the course, "The Junior College," for prospective junior college teachers. While considerable disagreement on the question concerning professional education was expected, and which proved to be the case, the writer had not anticipated the lack of interest expressed by the teachers. (See Table XXIII, page 136.) Only 12.9 per cent of the 132 respondents felt the course should be required of all prospective junior college teachers. "It should be available but not required" was selected by 75.8 per cent of the group, and 11.3 per cent thought such a course unnecessary unless a person planned on going into junior college administration. There appeared to be, therefore, almost a unanimous expression of a lack of

TABLE XXIII

TEACHERS REACTION TO THE REQUIREMENT OF A GRADUATE LEVEL COURSE DEVOTED TO THE JUNIOR COLLEGE INSTITUTION FOR THOSE PREPARING TO TEACH IN THE JUNIOR COLLEGE

Response	Number	Percentage
It should be available but not required	100	75.8
It should be required of all prospective junior college teachers	17	12.9
It is unnecessary unless a person is going into junior college administration	15	11.3
No response	3	
TOTAL	135	100.0

interest in learning specifically about the institution in which the teachers are working.

Need for a College-teaching Methods Course

One item stated that many college teachers do not meet their obligation to "teach," even though they may be outstanding scholars in their fields. The group was asked whether, during the course of their preparation, college teachers should be required to engage in some program designed to assist them in "how to teach." The specific example of a college-teaching methods course was given.

The replies were somewhat inconsistent with those resulting from the question concerning professional education courses, which also contained a statement on college-teaching methods. (See Table II, APPENDIX, pages 192, 194, 195.) That particular question resulted in responses indicating that approximately 41 per cent of the group would take such courses only if they were required to do so. In the item under consideration at this time, 65.4 per cent of the 132 respondents either "agreed" or "strongly agreed" that some type of "how to teach" program should be required. (See Table XXIV.)

Perhaps part of the inconsistency can be traced to the fact that the term "college teacher" was used rather than "junior college teacher," and the respondents, recalling their own experiences in undergraduate as well as graduate classes, felt that their classroom experiences might have been more beneficial had their instructors been "teachers" as well

TABLE XXIV

TEACHERS RESPONSES TO A QUESTION RELATING TO THE NEED FOR A COLLEGE-TEACHING METHODS COURSE

Response	Number	Percentage
Agree	60	45.1
Strongly agree	27	20.3
Strongly disagree	24	18.1
Disagree	22	16.5
No response	2	
TOTAL	135	100.0

as scholars. While this kind of unsatisfactory instruction has not been a serious problem in the Wyoming junior colleges up to this time, such a situation could develop if instructors are employed who feel that teaching ability comes as divine revelation, along with the acquisition of knowledge. Generally, however, over half the respondents agreed that the efforts of the instructor might be more effective if he were given professional instruction in how to direct the learning process.

Again, some of the respondents' comments are revealing. One who strongly disagreed said, "I feel that such required courses could easily degenerate into overemphasis on methods courses at the cost of additional knowledge of subject matter." Another complained, "It is ridiculous to suggest this quality can be taught in a general course. An academically-offered course in 'Teaching of College Math' or 'History,' offered by the academic department would be of great value." The suggestion was made that a strong team teaching program with interns would be more effective. A number of the respondents emphasized the importance of personality in this item and said that the methods course could not help make a teacher of anyone unless he had the personality for the job. Another respondent said he could not agree unless the course would guarantee the ability to teach. A final comment was that all of the college professors are good teachers but the pressures of research and writing have caused them to turn away from their teaching obligation to these other pursuits upon which they will be evaluated for promotion and salary.

Special Preparation for Teaching Adults

It was suggested to the group that teaching adults in an adult education program is a different experience for many teachers and that those with such an assignment should have studied the psychology of adult learning and other aspects related to the education of adults. Sixty-two of the 132 respondents "agreed" or "strongly agreed," while the remaining 70 "disagreed" or "strongly disagreed."

A breakdown of the responses from individual schools showed that from 48 per cent to 58 per cent of the teachers in four of the schools felt that some work related to teaching adults was important. In the remaining school, only 21 per cent agreed that such work was important. There seemed to be no reason for the response from this particular school.

Many of the respondents suggested that this preparation for adult education work might be taken care of in existing psychology courses, rather than expanding the offerings. One expressed a fear that the questionnaire leaned toward the establishment of certification requirements for junior college teachers, which he felt would be unfair to the teacher because it would penalize him economically. The tone of a number of replies expressing strong opposition to professional education appeared to spring from a fear of falling under the control of the University of Wyoming or the Wyoming State Department of Education.

Instructional Improvement Through Departmental In-service Programs

A question concerning the teachers' feelings toward a departmental in-service program for the purpose of improving instruction elicited a fairly positive over-all response from the group. (See Table XXV, page 140.)

TABLE XXV

TEACHER REACTION TOWARD A DEPARTMENTAL IN-SERVICE PROGRAM PROVIDED FOR THE IMPROVEMENT OF INSTRUCTION

Response	Number	Percentage
Acceptable if attendance is voluntary	73	55.3
Attendance should be required	34	25.8
Such a program is not necessary	14	10.6
I would oppose the initiation of such a program	11	8.3
No response	3	
TOTAL	135	100.0

Thirty-four of the 132 respondents said attendance should be required. Seventy-three said that such a program would be acceptable if attendance were not compulsory. Perhaps this should be interpreted as a negative response, since the respondents may be saying that they have no intention of participating in such a program. Twenty-five said either that the program was not necessary or that they would oppose the initiation of such a program.

The panel of authorities responded to a statement referring to a teacher's willingness to improve his effectiveness, and the entire group rated the statement quite high, all of them selecting categories three, four, and five. (See Table II, APPENDIX, page 195.)

Attitude Toward Classroom Observation Solely for Instructional Improvement

Inquiry was made into the willingness of the teachers to have their classroom teaching observed for the sole purpose of instructional improvement. Since a number of the respondents displayed a negative attitude toward anything which might reflect the thinking of professional educators and professional education, there was a surprising affirmative response to this item. (See Table XXVI.) Eighty-two and five tenths per cent of the 131 respondents replied "yes" to the question. Only 7.6 per cent said they would strongly oppose such observations.

The teachers were also asked to specify whom they would approve for these observations. Many selected more than one response, though this

TABLE XXVI

TEACHER REACTION TO THE SUGGESTION OF OBSERVATION OF THEIR TEACHING SOLELY FOR THE PURPOSE OF IMPROVING INSTRUCTION

Response	Number	Percentage
Yes, a good idea	58	44.3
Yes, I would allow it	50	38.2
Only if it were required	13	9.9
I would be very much opposed to such observations	10	7.6
No response	4	
TOTAL	135	100.0

was not suggested, and 17 failed to reply. (See Table XXVII.) The individual receiving an overwhelming vote, in comparison to the others, was the departmental head, selected by 58.5 per cent of the respondents. Far down the list, in second place, was the academic dean or an administrative assistant. The individual receiving the fewest votes was the president of the institution. It is doubtful if this was meant to be a

TABLE XXVII

THOSE RECOMMENDED BY THE TEACHERS TO OBSERVE CLASSROOM TEACHING FOR THE PURPOSE OF INSTRUCTIONAL IMPROVEMENT*

Response	Number	Percentage
Department head	69	58.5
Academic dean or administrative assistant	27	22.9
A qualified teacher from another school selected by the administration	22	18.6
A qualified teacher from another school selected by you	20	17.0
Another teacher of your own choosing	17	14.4
Other	13	11.0
Another teacher selected by the administration	12	10.2
President of the college	8	6.8
No response	17	

*Some teachers selected more than one response.

reflection on his ability but rather a recognition of his busy schedule. While, according to the literature, it is becoming popular to have another teacher observe his colleagues, very few of the Wyoming teachers made that selection.

All the members of the panel of authorities responded to a comparable statement on the opinionaire and seemed to be in general agreement that the observation was important and worthwhile. (See Table II, APPENDIX, page 196.)

Attitude Toward Student Evaluation

Another question related to teacher evaluation and instructional improvement dealt with student evaluations. The teachers were asked for their reaction to this practice. All responded, and some selected a combination of replies. (See Table XXVIII, page 144.) Nearly 70 per cent of the group seemed to feel that the practice might be of value to the administration and the teacher, providing it was used with discretion. About 16 per cent thought the evaluations should be used and seen by nobody but the teacher involved. Approximately 10 per cent said the evaluations had no value and should not be used.

The item suggesting that the evaluations be used only with the instructor's permission was often selected in combination with another. Many respondents felt, perhaps, that they should retain the last word in deciding whether or not the evaluations would be used. One school dominated this reply with seven responses.

The written comments on this item were somewhat revealing. One teacher with many years experience complained that the evaluations can

TABLE XXVIII

TEACHER REACTION TO THE USE OF STUDENT EVALUATIONS*

Response	Number	Percentage
Used with discretion, the practice has value and may assist both the administration and the teacher	94	69.6
Such evaluations should be used only by the teacher and should not be made available to anyone else	22	16.3
Such evaluations should be used only with the instructor's permission	13	9.6
Student evaluations have no value and should not be used	13	9.6

*Some teachers selected more than one response

never remain confidential. He also expressed the fear that the evaluations would fall into the hands of the board of trustees and be used in dismissing teachers. Another teacher indicated that the students' opinions are interesting but of little importance, thus rejecting any consideration of student criticism. Another respondent, especially contemptuous of the ability of the students to evaluate replied, "This is comparable to permitting the lions to judge the tamer." The suggestion of using evaluations from students three or four years after attending a teacher's class was advanced by another respondent. He added that the present students tend to overrate. Another individual said he was violently opposed because the students were not capable of serious judgment, that they measure only that which is obvious to them.

Attitude Toward Providing Remedial Work

Twenty-two per cent of the 132 respondents said "yes" to a question pertaining to the junior colleges providing remedial high school courses for those students whose academic records prevent them from entering directly into conventional college courses. Many emphasized, however, that the courses should be non-credit. This 22 per cent said remedial work should be provided in all areas. Another "yes" reply limiting the extent of remedial instruction to such major areas as mathematics, English, and science, was selected by 70.4 per cent of the group. Just under 8 per cent were opposed to any type of remedial offerings. (See Table XXIX.)

TABLE XXIX

TEACHER ATTITUDE TOWARD THE JUNIOR COLLEGES' RESPONSIBILITY TO PROVIDE REMEDIAL COURSES FOR STUDENTS WHOSE HIGH SCHOOL RECORDS BAR THEM FROM ENTERING DIRECTLY INTO CONVENTIONAL COLLEGE COURSES

Response	Number	Percentage
Yes, in such major areas as math, English, and science	93	70.4
Yes, in all areas	29	22.0
No, remedial courses should not be offered	10	7.6
No response	3	
TOTAL	135	100.0

The panel of authorities generally agreed that it is important and necessary for the teacher to provide enrichment and remedial work as much as his time permits. (See Table II, APPENDIX, page 197.)

Statements on the Role of the Junior College

The panel of authorities generally agreed that it is of considerable importance for the teachers to display a knowledge, understanding, and acceptance of the junior college philosophy. Sixteen rated the statement in the five category, expressing complete agreement. (See Table II, APPENDIX, page 191.)

The teachers were asked to explain their understanding of the role of the junior college in the total educational picture, and the response was very gratifying. Only 22 of the 135 respondents failed to reply to the request. Many wrote quite extensively, some simply repeated a few statements from the questionnaire, and a few used the opportunity to express their displeasure with some aspects of teacher education or of their institution.

The respondents' statements are far too extensive to quote in toto; however, the writer has selected certain basic ideas advanced by the group and indicated the total number who mentioned them in some way or another as important functions of the institution. (See Table XXX, page 147.) Possibly some of the categories could have been combined, but, since the respondents did not do so, the writer did not wish to assume an interpretation for them.

Terminal function. The terminal function was most frequently mentioned, and the following comments are quite representative of the

TABLE XXX

FREQUENCY OF ITEMS MENTIONED BY TEACHERS AS BEING IMPORTANT IN THE ROLE OF THE JUNIOR COLLEGE

Item	Number	Percentage
Terminal (vocational and technical) programs	77	68.1
Transfer programs	76	67.2
Adult or continuing education programs	32	28.3
Community service (programs designed specifically to meet community needs)	28	24.8
Lower cost for students	25	22.1
Extensive counseling service	17	15.0
Provides a transitional period between home and university experience	14	12.3
Screening function of "weeding out" of non-university material	12	10.6
Cultural center of the community	11	9.7
Relieve the universities of the enrollment burden of the first two years	10	8.8
Second chance for those students who failed in a first effort in higher education	10	8.8
Superior teaching	8	7.1
Retraining for new jobs	7	6.2
Helping individuals adjust to society	7	6.2
Close association between students and teachers	6	5.3
Open door admission	5	4.4
Scholastically restricted admission	5	4.4
Remedial offerings	3	2.7
Program flexibility	3	2.7
No response	22	

statements made concerning this aspect of junior college instruction.

One respondent wrote:

> [The junior college should] provide a place for those who are not college-oriented to try college level work with small classes so they receive attention and [it should] attempt to direct the student to vocational fields should his abilities prove below standards of college work.

Another comment relating to terminal education was made by a teacher, who seemed to favor the program, but had a little different idea about class composition:

> . . . it seems to me that it is often frustrating to both students and teachers to have transfer and terminal students in one class. English composition taught for those who intend to obtain a college degree is beyond the grasp of many vocational students. Trying to carry those students along hampers the teaching of the reasonably literate.

Transfer programs. While not mentioned specifically by the respondents any more often than the terminal program, the implication by some respondents seemed to be that the transfer program is most important. One respondent emphasized the latter with the following statement: "I would like to be in a junior college that has qualified students who want to go (transfer) to other colleges to get a college degree." Another, commenting more specifically on Wyoming, said:

> Presently its role is largely that of a feeder for four-year institutions; in other words, providing transfer programs. In spite of all the anxiety over vocational education and terminal programs, I rather imagine that in Wyoming, at least, its role will remain largely as it is now.

A third comment that is quite representative of the majority of them was: "/The junior college/ should provide local low cost education to area students that should match or exceed the first two years of the senior college."

Adult education and community service programs. While the group separated these as far as semantics was concerned, they may very well have been thinking of the two interchangeably. Adult education courses for credit, non-credit, transfer, and vocational interests were recommended--anything that might make the individual a more worthwhile citizen in the community by providing the opportunity to further a neglected education. One respondent suggested, to fulfill the community service aspect of its function, cultural, recreational, and self-improvement courses should be taught. Another said, very simply, "I believe that the role of the junior college should be geared to the needs of the community that supports it." It was suggested by one teacher that the community service function might best be served by having the school "act as a stimulus to the community for improvement and raising the educational level of its students."

Lower cost for students. Twenty-five of the respondents felt it important that the junior college remove the financial barrier that stands between many students and a college education. As stated by one respondent, "By offering higher education at a minimal cost, both parents and taxpayers are saved a great deal of expense." And another:

> The junior colleges in many communities are also making it possible for more college students and graduating high school students to gain at least a two-year degree without placing a tremendous financial burden on their parents.

Extensive counseling service and close student/teacher association. The respondents separated these two categories, but since they are closely related, the comments for each category may be viewed together. A teacher from one of the smaller schools stated, "The community college can and must provide more individual help to the student than would normally be expected on a large four-year campus." Speaking of close association between students and teachers, a respondent said:

> I see the junior college as a more personal and reasonable conveyance of knowledge than the bigger, less personal four-year colleges. I am not impressed with the style of education of "great classes" swollen with mass production techniques.

Another praised the close relationship between students and instructors but emphasized that the enrollment must be held to a reasonable number of students if this desirable relationship is to continue.

A transitional period. The fact that the junior college served as a bridge between the home environment and life in a large university was mentioned by 14 of the respondents. One teacher said:

> . . . it sometimes salvages people who are normally lost in the shuffle at a large four-year institution. These people are a very large part of our society and we need to help them fit into society much better by extending their educational opportunities.

The screening function. Most of the 12 teachers who mentioned this particular aspect of the institution's role referred to it as a weeding-out process. One explained:

> It /the junior college/ has the unique advantage of providing a screening ground for students--not to flunk them out, or bar them from education, but direct them into appropriate areas.

Another respondent reporting on the screening function said, "The junior college serves as a clearing house for transfers. With low tuition, the students lacking mentality or drive find out cheaply that college is not for them."

A cultural center for the community. In the isolated communities in Wyoming, this function is extremely important. The respondents wrote in terms of cultural programs such as the theater, art, music, and lectures. The writer is aware that all of the schools make an effort, within their limited budgets, to provide these services for their communities as well as the students.

Enrollment burden removed from the universities. Many of the teachers, looking at the future, emphasized that the junior colleges will play an ever increasing role in relieving part of the enrollment burden of the freshman and sophomore classes from the four-year schools. A comment from one respondent was especially descriptive:

> Students will, as a matter of course, take their 13th and 14th years of schooling at a junior college. Large four-year schools, and almost all universities, will probably keep a few freshmen and sophomores around to support the fraternity houses and to field a football team, but the serious business of educating the bulk of the underclassmen can be more effectively, efficiently, and economically done on smaller junior college campuses by mature professional teachers rather than by harried graduate assistants.

An opportunity for a second chance and remedial work. As mentioned in much of the literature, this institution provides a second chance to those individuals who have had academic difficulties or simply have not received adequate opportunity to pursue higher education. A valuable educational and social service of the junior college was noted by a teacher who said, "It [the junior college] reclaims numerous capable students who flunked at a major university, not because of academic deficiencies, but because of personal adjustment problems and poor study habits." Three of the respondents also mentioned the desirability of providing non-credit remedial work in order to assist the student in advancing his educational preparation to a point where he would be able to benefit from the regular college curricula. One respondent, however, suggested some judicious selection of students. He said:

> . . . due to the pressure of numbers I feel that students should be educated to their capacity then removed to make room for those with greater capacity. Pampering a student along with the hope that someday he might "boom" is to me a very ridiculous idea.

A superior teaching institution. The comments relating to superior teaching were quite brief, usually part of a longer statement. The general consensus of opinion was that, since the students were not subjected to the teaching efforts of graduate assistants, the teachers were not burdened with research projects, and most of the teachers had public school experience, and therefore specific preparation for teaching, the students generally received instruction of a superior quality.

Retraining programs for occupations. Technological advances are highlighting the need for retraining programs those individuals whose particular job preparation is no longer in demand in this rapidly changing, complex society. The teachers recognized this need. Seven felt the fulfillment of this need required a program distinct from vocational and technical education. Many respondents may have mentally included a retraining program when they specified vocational and technical work, although failing to identify it specifically.

Social adjustment. To assist the individual in his adjustment to society is another function of the institution, according to the respondents. All the comments were quite general, and two seem especially representative of the prevailing attitude. The junior college can serve, one teacher explained, ". . . to help the student make the transition from adolescence to adulthood, and to be able to accept and cope with his responsibilities." Another elaborated that the junior college can "help place men and women into useful positions in society."

Open door and restricted admission. It was interesting to note that, in the written comments, an equal number of people mentioned open door and restricted admission policies specifically. Two respondents favoring the open door admission policy did qualify their answers by saying that course work should not be downgraded but that all students should be integrated into the academic classes and expected to maintain satisfactory academic progress. A comment from one less inclined to accept the open door policy stated:

> I like to think of a junior college as a transfer institution. We are trying to give a student a general education, one that will permit them to go as far as they wish with an education. A student who does not want English, math, etc. may be making a serious mistake that he will discover too late. We have trade schools and special schools for such students; they have no place in the junior college. If one enters /the school/ I feel that I am throwing away my time if he enters my class.

Another comment in conflict with the general attitude of the State's teachers toward the admission policy was this:

> I do not believe that it is the role of the junior college to throw its doors open to anyone who thinks he wants to go to college, nor do I believe that the junior college has any responsibility to the public to accept those who are not capable of meeting minimum college requirements and standards.

Still another teacher recommended that standards should be raised for admission and graduation.

Program flexibility. The need for program flexibility was very well summarized by a respondent from one of the larger schools in this statement:

> To fulfill its role, the junior college must constantly be aware of the community and its role in the community. It must be surveying community needs and endeavoring to meet them. Change is the essence of junior college education. It must always be adaptable, and have a youthful, vigorous outlook upon education as a preparation for living as well as a means of earning a living.

Another respondent emphasized the capacity of the junior college for keeping constantly attuned to the changing needs of the community. He said, "Junior colleges are less tradition-bound and more flexible. They can meet the requirements of the times more readily."

The foregoing comments were selected as most descriptive for supporting, in general, what the entire group had emphasized as being the most important aspects of the junior college role in the over-all educational picture. To numerous teachers the junior college is the answer to many of the ills of American education. It is possible that a few of the respondents were merely saying what they thought was expected of them, for their statements conflicted with their responses in the rest of the questionnaire. Two intimated that this study was possibly an intrigue aimed at the eventual certification of junior college teachers in Wyoming.

The majority of the written comments pertaining to the role of the junior college express the basic points of the purpose of this institution as stated by Thornton (48:32-44) and Hillway (20:61-82). Medsker (33:86) pointed out that, while an agreement on general goals "does not ensure a good educational program," it is "a first step toward adequacy of program and instruction."

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The Problem

The major purpose of this study was to secure factual and background information concerning Wyoming's junior college teachers and to analyze, in view of their responses, their attitudes toward and understandings of their work. Wherever possible, the responses were to be compared with those of a panel of authorities, selected through a process of nominations, who were queried on many of the same areas.

Importance of Study

Because of the importance of the faculty in the over-all operation of any educational institution, some factual knowledge of the personnel, as well as information regarding their attitudes toward and understandings of their work, is important. Without such information, little can be done in terms of planning for desirable programs and future growth in such areas as preparation and in-service programs.

Procedure

The present study was based on data which were obtained from the following sources:

1. a review of literature relating to the topic

2. the selection of a panel of authorities and a review of their responses to an opinionaire relating to desirable qualities to be found in junior college teachers
3. a survey of Wyoming junior college teachers through a questionnaire which was intended to collect certain background information as well as to query them on such subjects as image, job satisfaction, preparation, and attitude toward teaching.

Related Literature

The review of literature included information far too broad and varied in scope to lend itself to a point by point summary here. The reader will find upon perusal of the material in Chapter II that the information gathered on the Wyoming junior college teachers is not unlike that of studies made on the national level or on a more limited basis.

Comments from many of the writers in the field lend credence to the replies from the junior college teachers in Wyoming, but, in some instances, the teachers included in this study displayed, in their particular western brand of individuality, attitudes different from those one might expect to find following a study of the literature in related fields.

The panel of authorities.

The panel of authorities indicated through their responses, some agreement on qualities which they felt were desirable and important in junior college teachers. Based on their responses which came closest to being unanimous choices, the panel would look for a teacher with the following qualities and accomplishments:

1. A Master's degree in his teaching field and other preparation which would allow him to handle a dual teaching assignment in that field (for example, the vocational teacher should also have successful work experience),
2. The ability to cope with the widespread aptitudes which one might encounter in a junior college classroom containing both terminal and transfer students,
3. An acceptance of the junior college philosophy with an understanding of the importance of teaching as opposed to a major emphasis on research,
4. The acceptance of a reasonable student counseling role,
5. A creative and enthusiastic attitude toward the instructional process,
6. An interest in the use of a variety of teaching aids and techniques and a willingness to utilize new ideas which are developed,
7. The ability to keep abreast of the latest developments in his own field as well as in education in general,
8. The ability to appraise his own efforts and to accept assistance in self-improvement.

The teachers' responses. In an effort to secure background information concerning Wyoming's junior college teachers and to analyze their attitudes toward and understandings of their work in this particular segment of the nation's educational system, questions were asked which elicited replies resulting in the following summary of major points:

1. Wyoming's junior college teachers have an average age of slightly over 39 years and a median age of 38 years. Nearly 75 per cent of the group studied were men.
2. The majority of the teachers, nearly 80 per cent, held the Master's degree. Only two held no degree at all, and one held an Associate degree as his highest educational attainment. Nearly all of the teachers with Bachelor's degrees were working on Master's degrees at the time of this study. The largest number of the degrees held by the group were granted by Wyoming institutions and by schools in nearby states; however, a total of 31 states and two foreign countries were represented as having granted degrees.
3. The teachers recorded a variety of previous teaching experience, with nearly 64 per cent reporting experience in secondary education. The next level of experience most frequently reported was that of college and university teaching.
4. Only about 15 per cent of the teachers involved in the study reported that they had completed a course related entirely to the junior college institution. When asked how they would react to the requirement of such a course for prospective junior college teachers, only about 13 per cent said it should be required, while nearly 76 per cent thought it should be available but not required. In another question related to the preparation of teachers, the instructors were asked for their reaction to taking

courses dealing with college-teaching methods, psychology of learning, and history of the junior college. About 59 per cent indicated that such classes would be quite valuable if really related to the junior college. When asked specifically about the importance of a course designed to assist one in "how to teach," the majority of the respondents, 65 per cent, agreed that such a course would be important. The majority of the group was opposed to the idea that a supervised teaching experience or internship was necessary for anyone preparing for junior college teaching. Apparently none of Wyoming's junior college teachers are graduates of programs designed specifically for the preparation of junior college teachers, and only 13 per cent reported that they had experienced an effective orientation to their work when they first began to teach in the junior college.

5. Ninety-three per cent of the group felt that it would be worthwhile to establish working committees of junior college and University of Wyoming teachers to study common problems of classroom teaching and program coordination. Eighty-three per cent of the respondents said they would be willing to serve on such a committee.
6. Only 24 per cent of the group reported they felt inadequately prepared to cope with the widespread aptitudes which might be encountered in a teaching situation involving both transfer and terminal students.
7. Counseling responsibilities, according to the instructors, should be divided, with the students' personal problems being handled

by the professional counselor and the academic and career counseling being handled by the teaching faculty.

8. On the question of program emphasis, the teachers felt there should be a balance among transfer, terminal, and community-service programs. Thirty-three per cent of the teachers did feel that the vocational and technical offerings lessened the prestige of the school to some extent.
9. Seventy-five per cent of the group felt that adult education classes were a part of their responsibility, but about 20 per cent of these preferred not to teach any adult classes. It was suggested to the participants that teaching adults might be enough different from their regular teaching assignments that some course work relating to the problem might be valuable. The majority of the teachers disagreed with the suggestion.
10. Approximately 61 per cent of the respondents indicated a preference for the open door admission policy. To supplement such a policy, the majority of the teachers felt that remedial work should be offered in such major areas of study as English, mathematics, and science.
11. The teachers felt very little responsibility for conducting research unless it related directly to the improvement of their teaching or served in some manner to upgrade the institution.
12. According to the responses to the questionnaire, a variety of methods are utilized by the teachers in their classes. The lecture was listed most often, but also ranking high were class

discussions, the use of audio and visual materials, and individual student research and reports.

13. The majority of the group felt that a departmental in-service program designed for the improvement of instruction would be acceptable, providing attendance was voluntary; however, 26 per cent suggested compulsory attendance. A very small number of the teachers were engaged in such a class at the time the questionnaire reached them.

14. The suggestion of classroom observations for the purpose of improving instruction resulted in quite a positive response. Eighty-two per cent of the group indicated they would allow such observations. Only 10 per cent of the respondents indicated complete opposition to the use of student evaluations of teachers for instructional improvement. The remainder of the teachers agreed with their use, but there were various qualifications on their replies.

15. Ninety-four per cent of the teachers reported that they were presently working in areas for which they prepared as undergraduate or graduate students. Only 75 per cent of the teachers reported that they felt sufficiently prepared for their present teaching assignments.

16. Twenty-nine per cent of the respondents reported that they were working on an advanced degree at the present time. When asked whether they felt some intermediate degree, beyond the Master's but less than the Doctor's, would best meet their needs as junior college teachers, the group was about evenly divided. There

were numerous comments suggesting additional course work and the elimination of extensive research and the dissertation. The teachers were asked to list the activities engaged in during the past five years which contributed to their effectiveness as classroom teachers. Summer school was the most frequently reported activity. Summer employment was listed second. Short courses and workshops, and extension class work appeared in third and fourth places, respectively, in the responses. In ninth place was full-time attendance at school for a full academic year.

17. The teachers reported a considerable number of organization memberships. Only 18 per cent of the respondents reported no professional organization affiliations; however, many teachers reported memberships in more than one organization. Community organizations were well represented, but 53 per cent did report that they held no such memberships.
18. "Community college" was the most popular choice of the teachers as the title for this two-year institution.
19. The local image of the junior college teacher was classified as satisfactory by 88 per cent of the respondents. Of the 12 per cent of the teachers who indicated that the image was not satisfactory, nearly all were concentrated in two communities.
20. When queried on the desirability of having junior college teachers meet certification requirements, more than half of the respondents expressed disagreement with the idea.

21. On the question of the desirability of academic rank for faculty members, 46 per cent replied in the affirmative. Thirty-seven per cent opposed the idea, while 17 per cent had formed no opinion either way.

22. Only about 19 per cent of the teachers indicated any willingness to change professions for the same or slightly more salary. When asked if they planned to remain in junior college teaching until retirement, only 15 per cent said they did not.

23. Fifty-seven of the teachers reported that they were satisfied with the provisions for professional leave at their schools. Thirty-two reported dissatisfaction, and 37 stated that no provision existed.

24. Communication between faculty and administration was reported as satisfactory by 85 of the teachers, while 49 either felt that it was inadequate or could be improved. Of the 49 indicating dissatisfaction, nearly half came from one institution.

25. The question of merit pay resulted in a variety of responses from the group, with only about 28 per cent actually favoring the concept and 38 per cent strongly against it. A variety of committees and individuals were suggested to do the actual merit evaluations.

26. When asked the reason for having selected junior college teaching, the group most often selected the reply providing the explanation of "freedom in the classroom and a less rigid schedule," with "enjoyment in working with this age student" receiving the next highest selection.

CONCLUSIONS

Based on the data presented in this study, the following conclusions seem warranted:

1. The Wyoming junior colleges have attracted experienced teachers who are satisfied with their positions as junior college teachers.
2. The existing situation, insofar as the teachers are concerned, is favorable to avoiding provincialism.
3. The junior college teachers would like to work cooperatively with their counterparts on the University of Wyoming faculty.
4. Any effort to establish certification requirements for junior college teachers in Wyoming would meet with strong opposition from the teachers.
5. It is unlikely that the teachers will exert pressure for merit pay or faculty rank in the near future.
6. The teachers felt little need for specific professional education preparation for teaching in the junior college; a view also shared, to some extent, by the panel of authorities, but not reflected in the bulk of the literature.
7. The teachers understand that the improvement of instruction is a continuing process and necessary to their success as teachers.
8. Since the majority of the teachers began their junior college work in Wyoming schools without formal orientation, the absence of such orientation programs indicated a neglected area in Wyoming junior colleges.
9. The self-image of the junior college teachers in Wyoming is one of satisfaction.

10. The group appeared to be more interested in devoting their time to teaching rather than to research.
11. The majority of the teachers appeared to endorse a junior college philosophy embracing programs of terminal education, transfer education, and community-service, providing they are developed in terms of local needs.
12. Generally, the teachers meet the criteria recommended by the panel of authorities.
13. If they exist, the professional leave policies have not been adequately interpreted to the teachers in the Wyoming junior colleges.

RECOMMENDATIONS

The following recommendations are based upon a study of the data presented in this study:

1. That, in addition to a continuing effort to employ well-educated, experienced teachers to fill both vacated and new positions, an effort be made to recruit graduates of the programs designed specifically for the preparation of teachers for the junior college.
2. That the employing officials of Wyoming's junior colleges continue to recruit teachers from widespread geographic areas in the nation and to hold to a reasonable minimum the employment of teachers from a single geographic area or institution.
3. That the existing course at the University of Wyoming entitled "The Community College" be offered through the extension office to all five of the State's junior college faculties as soon as possible.

4. That cooperative meetings of administrative representatives from the University of Wyoming and Wyoming's five junibr colleges, be continued on a periodic basis.
5. In addition to the above mentioned meetings, that steps be taken to establish committees of University of Wyoming teachers and their counterparts in the State's junior colleges to meet periodically to discuss program coordination and mutual problems associated with classroom teaching.
6. That while recognizing the use of a variety and number of methods already practiced by the teachers, the administration encourage a continuing experimentation with new approaches which might make their teaching more effective.
7. That each institution develop a systematic plan designed for instructional improvement. The goal might be attained, in part, through in-service programs which could include classroom observations with subsequent meetings for discussion, student evaluations, and interschool visits by teachers to their sister departments in other junior colleges in Wyoming or neighboring states.
8. That, since no certification requirements exist for this purpose Wyoming's junior colleges should assume the responsibility of policing their own faculty members in updating themselves periodically through participation in formal educational programs and other activities directly related to their teaching fields. The establishment or clarification of a professional leave policy in connection with this would possibly do much to encourage such activities by the teachers.

9. That local studies be undertaken by individual junior colleges or by the University of Wyoming to determine teacher satisfaction with their image in the respective communities and subsequent steps be taken by the schools involved to upgrade that image whenever it fails to be reasonably satisfactory to the teachers.

10. That each junior college in the State study the problem of communication between administration and faculty, not only in terms of an exchange of information but also in faculty participation in the formation of educational policies and goals for each school.

11. That further study be directed toward determining the feasibility and need for an intermediate degree designed more specifically for the benefit of junior college teachers.

12. That greater consideration be given by the junior colleges to the provision for remedial work in such areas as English, mathematics, and science, if student records indicate a need.

13. That a systematic orientation program, emphasizing the philosophy of the institution, its policies, and operating procedures be developed and perpetuated in each school for the benefit of new faculty members, and especially to those new to the field of junior college teaching. This should be accompanied with a faculty handbook reiterating the policies and procedures emphasized during the orientation.

14. That the University of Wyoming examine courses which might be taken by junior college teachers in an attempt to determine where

they are failing to meet the teachers' needs, the reason behind the attitude of the junior college teachers which prompted them to approve the availability of certain courses related to their field but oppose the requirement of such courses for prospective junior college teachers.

15. That a study be undertaken to investigate the need for a State organization, such as the Wyoming Community College Commission, to establish minimum teacher preparation standards for the faculty in Wyoming's junior colleges.
16. That consideration be given by the University of Wyoming and the State's junior colleges to the establishment of an internship program directed toward the improvement of junior college instruction.
17. That the University of Wyoming offer a workshop relating to professional staff problems of the junior college, and that Wyoming junior college faculty members be encouraged to participate.

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APPENDIX

COPY OF LETTER SENT TO NOMINATORS FOR PANEL OF AUTHORITIES

Dr. John Doe
President, Maple Junior College
Maple, U. S. A.

Dear Dr. Doe:

As a part of a doctoral study presently being conducted at the University of Wyoming under the direction of Dr. Ivan Willey, you are being asked to assist in the selection of a "Panel of Authorities," persons whom you feel are especially knowledgeable on the subject of teaching-personnel for the junior college.

On the enclosed card please list five individuals whom you feel would be best qualified to pass judgment on the qualities most desirable in a junior college teacher. If you consider yourself to be one of these, please indicate by listing your own name. There is no significance in the order of the listing on the card, and the individuals listed need not be nationally prominent in the junior college movement. If you do not know the nominee's address, please try to list his organization or school affiliation and its location.

A select number of those individuals so nominated will receive a brief opinionaire which, upon return, will assist in completing a phase of this study.

Thank you in advance for your assistance and prompt reply in this research.

Sincerely,

John Christopher

CARD INCLUDED WITH LETTER FOR NOMINATIONS

1. Name: ______________________________

   Address: ______________________________

2. Name: ______________________________

   Address: ______________________________

3. Name: ______________________________

   Address: ______________________________

4. Name: ______________________________

   Address: ______________________________

5. Name: ______________________________

   Address: ______________________________

NOMINATORS FOR THE PANEL OF AUTHORITIES

Dr. Loren J. Aldrich
Academic Dean, Arizona Western College
Yuma, Arizona

Dr. Tilghman H. Aley
President, Casper College
Casper, Wyoming

Dr. Rodney Berg
President, Everett Junior College
Everett, Washington

Dr. Edward Y. Blewett
President, Westbook Junior College
Portland, Maine

Dr. Richard D. Boss
President, Clatsop College
Astoria, Oregon

Dr. J. Chambers
Nassau Community College
Garden City, New York

Dr. Norwood Cole
President, Skagit Valley College
Mount Vernon, Washington

Mr. Charles C. Crandall
President, Western Wyoming Community College
Reliance, Wyoming

Dr. William Crawford
Professor of Education, Washington State University
Pullman, Washington

Dr. Allen Crawfurd
President, Arapahoe Junior College
Littleton, Colorado

Dr. Lloyd J. Elias
Assistant State Superintendent, Community Colleges and
Adult Education, State Department of Education
Olympia, Washington

Dr. Ralph Fields
Associate Dean, Teachers College, Columbia University
New York, New York

Dr. Frederic T. Giles
Professor of Higher Education, University of Washington
Seattle, Washington

Dr. Edmund J. Gleazer
Executive Director, American Association of Junior Colleges
Washington 6, D. C.

Dr. George Hall
Director, Community College Leadership Program, University of Michigan
Ann Arbor, Michigan

Dr. Vernon Hendrix
Professor of Education, University of Minnesota
Minneapolis, Minnesota

Mrs. J. Hill
Dean, Christian College
Columbia, Missouri

Dr. Walter S. Johnson
President, Spokane Community College
Spokane, Washington

Mr. B. Keily
Professor of Education, Massachusetts State Teachers College
Salem, Massachusetts

Dr. Maurice Litton
Department of Higher Education, Florida State University
Tallahassee, Florida

Dr. John Lombardi
President, Los Angeles City College
Los Angeles, California

Mr. Robert L. McKee
3443 S. Carlyn Spring Rd.
Bailey's Crossroads, Virginia

Dr. Robert O. McKinney
Vice President, Yakima Valley College
Yakima, Washington

Dr. Leland L. Medsker
Vice Chairman, Center for the Study of Higher Education,
University of California at Berkeley
Berkeley, California

Mr. Boyd C. Mills
Dean, Centralia Junior College
Centralia, Washington

Dr. Grant Morrison
Specialist, Junior and Community Colleges
U. S. Office of Education
Washington, D. C.

Dr. Thomas E. O'Connell
President, Berkshire Community College
Pittsfield, Massachusetts

Dr. R. Phillips
President, Moses Lake Junior College
Moses Lake, Washington

Dr. W. D. Purvine
President, Oregon Technical Institute
Klamath Falls, Oregon

Mr. Roberts
Mesa College
Grand Junction, Colorado

Mr. G. Robinson
Gulf Coast Community College
Panama City, Florida

Mr. Donald T. Rippey
President, Columbia Basin College
Pasco, Washington

Dr. Armen Serafian
President, Pasadena City College
Pasadena, California

Dr. Harold E. Shively
President, North Shore Community College
Beverly, Massachusetts

Dr. Edward Smith
President, Grays Harbor College
Aberdeen, Washington

Dr. James Starr
President, Wenatchee Valley College
Wenatchee, Washington

Dr. James C. Stone
Director of Teacher Education, University of California at Berkeley
Berkeley, California

Dr. Abraham Tauber
Dean of Faculty, Bronx Community College
Bronx, New York

Dr. James W. Thornton, Jr.
Professor of Education, San Jose State College
San Jose, California

Mr. Philip Vario
Charlotte College
Charlotte, North Carolina

Mr. S. Weller
Dean, New Haven College
New Haven, Connecticut

Mr. Robert R. Wiegman
College of Education, University of Florida
Gainesville, Florida

November 27, 1965

COPY OF LETTER SENT TO PANEL OF AUTHORITIES

Dr. Joe Smith
Dean, Oak College
Oak, U. S. A.

Dear Dr. Smith:

Under the direction of Dr. Ivan Willey, Professor of Educational Administration, University of Wyoming, I am conducting, as part of a doctoral thesis, a study of the qualities deemed important in the personal and professional attitudes and understandings of junior college teachers.

You were nominated by a number of educators throughout the country as an individual well-qualified to pass judgment on these particular qualities. I am hopeful that you will cooperate in this study by responding to each item in the enclosed opinionaire. In addition, your permission to quote from any of your comments will also be appreciated.

Thank you in advance for your cooperation and contribution to this study.

Sincerely,

John Christopher

OPINIONAIRE

A Survey of Opinions With Reference to Certain Qualities Considered Important in the Personal and Professional Attitudes and Understandings of Junior College Teachers

The respondent:

Name ______________________________

Position ______________________________

Address ______________________________

Directions: Based on selected readings, the following twenty-nine qualities have been identified as desirable in the typical junior college teacher. To many, some of these qualities are more important than others. With this in mind, please give careful consideration to each of the following statements and place a check mark next to the appropriate number, indicating the importance you attach to each statement. The scale is graduated from a high value of five (5) to a low value of one (1). In addition to the check mark evaluation, your comments relative to any of the statements are also welcomed.

For the sake of brevity, the "junior college teacher" and the "junior college" are referred to in some of the following questions as "the teacher" and "the school" or "the institution."

1. The teacher should display a knowledge of his subject matter thorough enough to permit reasonable versatility in teaching assignments within his particular discipline. For example, in the social sciences he might be competent in economics and political science.

   _____ 5 _____ 4 _____ 3 _____ 2 _____ 1

   Comments:

2. Since the teacher could, in a single class, have students in both terminal and transfer programs, he should have sufficient versatility in his teaching to meet the needs of the widespread aptitudes encountered in a typical classroom situation.

   _____ 5 _____ 4 _____ 3 _____ 2 _____ 1

   Comments:

3. For an academic teacher to meet the demands of the two-year college, he should possess a minimum educational attainment of a Master's degree in his teaching field.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1
Comments:

4. In a sense, the instructor of vocational and technical students needs adequate preparation in two areas. He must have actual work experience of such a nature that he can realistically prepare his students for the responsibilities of employment, as well as sufficient academic preparation as is deemed necessary for this instruction.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1
Comments:

5. The teacher should continually demonstrate an enthusiasm for learning by a constant pursuit of knowledge in formal education and through his own initiative.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1
Comments:

6. As would be expected of any teacher, he should have a sincere interest in, and dedication to, the teaching profession.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1
Comments:

7. The teacher should maintain membership and active participation in at least one professional organization relating to his area of specialization.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1
Comments:

8. With guidance being one of the functions stressed in the school, the teacher should show a willingness to accept a reasonable guidance responsibility according to his capabilities. It is understood that the guidance function performed by the faculty would be in addition to that provided by the professionally prepared counselor and his staff.

____ 5 ____ 4 ____ 3 ____ 2 ____ 1

Comments:

9. The teacher should exhibit a knowledge, understanding, and accept ance of the generally approved junior college philosophy.

____ 5 ____ 4 ____ 3 ____ 2 ____ 1

Comments:

10. The teacher should display a professional philosophy with emphasis on superior teaching rather than emphasis on research, which would be consistent with the purpose of the junior college.

____ 5 ____ 4 ____ 3 ____ 2 ____ 1

Comments:

11. Even though research is not considered a function of the junior college, the teacher should have the ability and willingness to conduct that research which is appropriate to the function of the school.

____ 5 ____ 4 ____ 3 ____ 2 ____ 1

Comments:

12. In judging the competency of an instructor, the methods he uses are no less important than a thorough knowledge of the subject matter.

____ 5 ____ 4 ____ 3 ____ 2 ____ 1

Comments:

13. A supervised teaching experience or an internship under the direction of a competent and dedicated junior college teacher in a quality institution is a necessary part of the professional preparation of the teacher preparing for work in this institution. The length of this experience should be dependent upon the needs of the prospective teacher.

____ 5 ____ 4 ____ 3 ____ 2 ____ 1

Comments:

14. A junior college teacher should not consider his experience in the two-year college as a stepping stone to a four-year college or university position.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1

Comments:

15. The teacher must display a creative and enthusiastic attitude toward the instructional process.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1

Comments:

16. To be effective in his position, the teacher must have the ability and desire to keep abreast of developments and trends in his teaching field as well as education in general.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1

Comments:

17. To be effective, the teacher must make an effort to use the various teaching aids and techniques appropriate to each specific aspect of the subject he teaches, instead of relying on a single method of instruction, such as the lecture.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1

Comments:

18. The teacher should accept professional education and a study of the process of learning as a discipline.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1

Comments:

19. The teacher should show a willingness to improve his effectiveness through attendance at professional meetings, workshops, in-service programs, and other activities which might contribute to such an improvement.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1

Comments:

20. The teacher must display an open-minded and inquiring attitude toward new innovations and methods in teaching.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1
Comments:

21. To avoid stagnation and ineptness in his teaching, the teacher must practice continuous self-scrutiny. In addition to this, he should also be willing to accept constructive criticism, based on oservation, from those charged with the improvement of instruction.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1
Comments:

22. The teacher should recognize, regardless of his experience as a student, that in the learning process an active exchange of ideas between students and between teacher and students is essential.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1
Comments:

23. The teacher should be available to provide enrichment and remedial work whenever needed, within the limits imposed on him by class load and other educational responsibilities.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1
Comments:

24. Considering the community-service function of the institution, the teacher should be involved in community activities.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1
Comments:

25. A pleasant personality is essential to good teaching.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1
Comments:

26. Due to both the mental and physical demands of teaching, the teacher should be above average in health and vitality.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1
Comments:

27. A sense of humor is a necessary attribute in a good teacher.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1
Comments:

28. The teacher can contribute appreciably to the learning situation by exhibiting a neat, clean appearance.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1
Comments:

29. The teacher should be without distracting and annoying mannerisms.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1
Comments:

TABLE II

SUMMARY OF RESPONSES TO THE OPINIONAIRE BY THE PANEL OF AUTHORITIES

	Category										No Response
	5		4		3		2		1		
Item To Be Evaluated	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1. The teacher should display a knowledge of his subject matter thorough enough to permit reasonable versatility in teaching assignments within his particular discipline. For example, in the social sciences he might be competent in economics and political science.	14	73.7	2	10.5	2	10.5			1	5.3	
2. Since the teacher could, in a single class, have students in both terminal and transfer programs, he should have sufficient versatility in his teaching to meet the needs of the widespread aptitudes encountered in a typical classroom situation.	17	89.5	2	10.5							

TABLE II (continued)

SUMMARY OF RESPONSES TO THE OPINIONAIRE
BY THE PANEL OF AUTHORITIES

	Category										No Response
	5		4		3		2		1		
Item To Be Evaluated	No.	%	No.	%	No.	%	No.	%	No.	%	No.
3. For an academic teacher to meet the demands of the two-year college, he should possess a minimum educational attainment of a Master's degree in his teaching field.	18	94.7	1	5.3							
4. In a sense, the instructor of vocational and technical students needs adequate preparation in two areas. He must have actual work experience of such a nature that he can realistically prepare his students for the responsibilities of employment, as well as sufficient academic preparation as is deemed necessary for this instruction.	16	84.2	2	10.5	1	5.3					

TABLE II (continued)

SUMMARY OF RESPONSES TO THE OPINIONAIRE
BY THE PANEL OF AUTHORITIES

Item To Be Evaluated	Category										No Response
	5		4		3		2		1		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
5. The teacher should continually demonstrate an enthusiasm for learning by a constant pursuit of knowledge in formal education and through his own initiative.	13	68.4	4	21.1	1	5.3	1	5.3			
6. As would be expected of any teacher, he should have a sincere interest in, and dedication to, the teaching profession.	13	15.8	3	15.8	2	10.5	1	5.3			
7. The teacher should maintain membership and active participation in at least one professional organization relating to his area of specialization.	7	36.8	3	15.8	7	36.8	2	10.5			

TABLE II (continued)

SUMMARY OF RESPONSES TO THE OPINIONAIRE BY THE PANEL OF AUTHORITIES

Item To Be Evaluated	Category										No Response
	5		4		3		2		1		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
8. With guidance being one of the functions stressed in the school, the teacher should show a willingness to accept a reasonable guidance responsibility according to his capabilities. It is understood that the guicance function performed by the faculty would be in addition to that provided by the professionally prepared counselor and staff.	13	68.4	5	26.3	1	5.3					
9. The teacher should exhibit a knowledge, understanding, and acceptance of the generally approved junior college philosophy.	16	84.2	2	10.5	1	5.3					

TABLE II (continued)

SUMMARY OF RESPONSES TO THE OPINIONAIRE
BY THE PANEL OF AUTHORITIES

Item To Be Evaluated	Category 5 No.	5 %	4 No.	4 %	3 No.	3 %	2 No.	2 %	1 No.	1 %	No Response No.
10. The teacher should display a professional philosophy with emphasis on superior teaching rather than emphasis on research, which would be consistent with the purpose of the junior college.	9	47.7	9	47.7					1	5.3	
11. Even though research is not considered a function of the junior college, the teacher should have the ability and willingness to conduct that research which is appropriate to the function of the school.	4	21.1	9	47.7	6	31.6					
12. In judging the competency of an instructor, the methods he uses are no less important than a thorough knowledge of the subject matter.	11	61.1	3	16.7	4	22.2					1

TABLE II (continued)

SUMMARY OF RESPONSES TO THE OPINIONAIRE
BY THE PANEL OF AUTHORITIES

Item To Be Evaluated	Category 5 No.	5 %	4 No.	4 %	3 No.	3 %	2 No.	2 %	1 No.	1 %	No Response No.
13. A supervised teaching experience or an internship under the direction of a competent and dedicated junior college teacher in a quality institution is a necessary part of the professional preparation of the teacher preparing for work in this institution. The length of this experience should be dependent upon the needs of the prospective teacher.	4	22.2	5	27.8	6	33.3	3	16.7			1
14. A junior college teacher should not consider his experience in the two-year college as a stepping stone to a four-year college or university position.	4	22.2	5	27.8	3	16.7	2	11.1	4	22.2	1

TABLE II (continued)

SUMMARY OF THE RESPONSES TO THE OPINIONAIRE
BY THE PANEL OF AUTHORITIES

	Category										No Response
	5		4		3		2		1		
Item To Be Evaluated	No.	%	No.	%	No.	%	No.	%	No.	%	No.
15. The teacher must display a creative and enthusiastic attitude toward the instructional process.	12	63.2	6	31.6	1	5.3					
16. To be effective in his position, the teacher must have the ability and desire to keep abreast of developments and trends in his teaching field as well as education in general.	13	68.4	5	26.3	1	5.3					
17. To be effective, the teacher must make an effort to use the various teaching aids and techniques appropriate to each specific aspect of the subject he teaches, instead of relying on a single method of instruction, such as the lecture.	13	68.4	5	26.3	1	5.3					

TABLE II (continued)

SUMMARY OF RESPONSES TO THE OPINIONAIRE BY THE PANEL OF AUTHORITIES

Item To Be Evaluated	Category										No Response
	5		4		3		2		1		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
18. The teacher should accept professional education and a study of the process of learning as a discipline.	4	23.5	4	23.5	5	29.4	3	17.7	1	5.9	2
19. The teacher should show a willingness to improve his effectiveness through attendance at professional meetings, workshops, in-service programs, and other activities which might contribute to such an improvement.	8	42.1	5	26.3	6	31.6					
20. The teacher must display an open-minded and inquiring attitude toward new innovations and methods in teaching.	11	61.1	4	22.2	3	16.7					1

TABLE II (continued)

SUMMARY OF RESPONSES TO THE OPINIONAIRE
BY THE PANEL OF AUTHORITIES

	Category										No Response
	5		4		3		2		1		
Item To Be Evaluated	No.	%	No.	%	No.	%	No.	%	No.	%	No.
21. To avoid stagnation and ineptness in his teaching, the teacher must practice continuous self-scrutiny. In addition to this, he should also be willing to accept constructive criticism, based on observation, from those charged with the improvement of instruction.	12	63.2	7	36.8							
22. The teacher should recognize, regardless of his experience as a student, that in the learning process an active exchange of ideas between students and between teacher and students is essential.	11	57.9	3	15.8	4	21.1			1	5.3	

TABLE II (continued)

SUMMARY OF RESPONSES TO THE OPINIONAIRE BY THE PANEL OF AUTHORITIES

Item To Be Evaluated	Category										No Response
	5		4		3		2		1		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
23. The teacher should be available to provide enrichment and remedial work whenever needed, within the limits imposed on him by class load and other educational responsibilities.	8	42.1	7	36.8	4	21.1					
24. Considering the community-service function of the institution, the teacher should be involved in community activities.	2	10.5	5	26.3	9	47.4	2	10.5	1	5.3	
25. A pleasant personality is essential to good teaching.	5	27.8	2	11.1	6	33.3	3	16.7	2	11.1	1

TABLE II (continued)

SUMMARY OF RESPONSES TO THE OPINIONAIRE
BY THE PANEL OF AUTHORITIES

Item To Be Evaluated	Category										No Response
	5		4		3		2		1		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
26. Due to both the mental and physical demands of teaching, the teacher should be above average in health and vitality.	1	5.6	7	38.9	7	38.9	2	11.1	1	5.6	1
27. A sense of humor is a necessary attribute of a good teacher.	3	15.8	6	31.6	8	42.1	2	10.5			
28. The teacher can contribute appreciably to the learning situation by exhibiting a neat, clean appearance.	3	15.8	4	21.1	10	52.6	1	5.3	1	5.3	
29. The teacher should be without distracting and annoying mannerisms.	2	11.8	3	17.7	10	58.8	1	5.9	1	5.9	2

PANEL OF AUTHORITIES

Dr. Rodney Berg
President, Everett Junior College
Everett, Washington

Dr. Norwood M. Cole
President, Skagit Valley College
Mount Vernon, Washington

Dr. C. C. Colvert
Professor and Consultant in Junior College Education
University of Texas
Austin, Texas

Dr. Joseph P. Cosand
President, Junior College District of St. Louis
Clayton, Missouri

Dr. W. H. Crawford
Professor of Higher Education
Washington State University
Pullman, Washington

Dr. C. G. Erickson
President, Rock Valley College
Rockville, Illinois

Dr. Frederic T. Giles
Professor of Higher Education
University of Washington
Seattle, Washington

Dr. B. Lamar Johnson
Professor of Higher Education
University of California, Los Angeles
Los Angeles, California

Dr. Walter S. Johnson
President, Spokane Community College
Spokane, Washington

Dr. Robert O. McKinney
Vice President, Yakima Valley College
Yakima, Washington

Dr. Leland L. Medsker
Vice Chairman, Center for the Study of Higher Education
University of California, Berkeley
Berkeley, California

Dr. Thomas B. Merson
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Bakersfield, California

Dr. Raymond E. Schultz
Professor of Higher Education
Florida State University
Tallahassee, Florida

Dr. Walter E. Sindlinger
Director, Center for Community College Administration
Teachers College, Columbia University
New York, New York

Dr. W. E. Steward
President, Wenatchee Valley College
Wenatchee, Washington

Dr. James W. Thornton, Jr.
Professor of Education
San Jose State College
San Jose, California

Dr. Dale Tillery
Associate Professor of Higher Education;
Associate Director, Junior College Leadership Program
University of California, Berkeley
Berkeley, California

Dr. James L. Wattenbarger
Director, Division of Junior Colleges,
Florida State Department of Education
Tallahassee, Florida

Dr. Raymond J. Young
Director, Community and Junior College Administrative Institute
University of Michigan
Ann Arbor, Michigan

COPY OF LETTER SENT TO THE TEACHERS

University Station P. O. Box 3274
Laramie, Wyoming
December 4, 1965

Mr. Joe Smith
Business Education Department
Pine Junior College
Pine, Wyoming

Dear Mr. Smith:

For part of a doctoral study under the direction of Dr. Ivan Willey, Professor of Educational Administration, University of Wyoming, you are asked to complete the enclosed questionnaire and return it at your earliest convenience in the stamped, self-addressed envelope enclosed for your use. The purpose of this questionnaire is to survey certain attitudes, backgrounds, and opinions of junior college teachers in Wyoming.

If the questionnaire should appear rather formidable because of its bulk, a quick perusal of the material will allay your concern. You will find that the questions are easily answered. I am hopeful that you will find time in your busy schedule to assist in this study.

You may be assured that your replies to this questionnaire will not be made available to any individual, nor will individual replies be reported in such a way as to identify the contributor of the information. Neither will responses from different schools be compared.

Your immediate attention and cooperation will be sincerely appreciated. Thank you in advance for your prompt reply and contribution to this study.

Sincerely,

John Christopher

AN ATTITUDE, BACKGROUND, AND OPINION SURVEY OF WYOMING JUNIOR COLLEGE TEACHERS

Instructions:

Please give careful consideration to each of the following questions before answering. Answer with complete honesty as the replies will not be reported in such a way as to identify the contributor.

Place a check or appropriate response in the space provided. Most of the questions require a single reply. Those which allow for more than one response will so state. A few of the questions ask for a very brief written reply.

Please return the questionnaire in the attached envelope at your earliest convenience. Your cooperation and time are sincerely appreciated. Thank you.

- PLEASE NOTE QUESTIONS ON BOTH SIDES OF PAPER -

1. Age:
___years

2. Sex:
___Female
___Male

3. Colleges attended and degrees earned:

College	Location	Degree	Date

4. Give a brief chronological resume of your teaching experience:
___Number of years in present school
___Number of years in other junior colleges
___Number of years in college or university
___Number of years in secondary education
___Number of years in elementary school

5. Of the variety of nomenclature used to classify an institution of higher education devoted to the 13th and 14th years and terminal education, which do you prefer?
____Community-junior college
____Community college
____Junior college
____College
____Other Specify:____________________

6. In your opinion, how would you classify the image of the junior college teacher in your community?
___Satisfactory
___Unsatisfactory

7. It would be desirable for junior college teachers to meet certification requirements established by some state educational authority.
___Strongly agree
___Agree
___Disagree
___Strongly disagree

8. How would you rate the provisions for professional leave at your institution?
___Very satisfactory
___Satisfactory
___Unsatisfactory
___Very unsatisfactory
___There is no provision for professional leave

9. How effective is the communication between the faculty and the administration in your school?
___Excellent
___Adequate
___It could be improved
___Inadequate

10. Do you favor the principle of merit pay for your institution?
___Strongly favor
___Favor
___Neutral
___Strongly against
___Unfamiliar with the concept of merit pay

11. In reference to the previous question, if you favor the principle of merit pay, whom do you feel should evaluate the classroom teaching?
___President of the school
___Committee from the board of trustees
___Committee from board of trustees and administration
___Department head
___Other Specify: ______________________________

12. In your opinion, is faculty rank desirable in the junior college?
___Yes
___No
___No opinion

13. If a working committee of junior college and university faculty members could be established to study common problems of classroom teaching and to encourage cooperation between the schools, do you feel that such a committee would be worthwhile?
___Yes
___No

14. Would you be willing to serve on such a committee?
___Yes
___No

15. Are you now working in a subject area for which you prepared as an undergraduate or graduate student?
___Yes
___No

16. Do you feel sufficiently prepared for all of your teaching assignments?
___Yes
___No

17. Junior college programs are often concerned with the areas of vocational and technical and academic education. In which of these areas is your major preparation?
___Academic Major:_______________ Minor:_________________
___Vocational and technical
___Other Specify:____

18. Do you as a classroom teacher feel adequately prepared to cope with the widespread aptitudes which may be encountered in any single classroom containing both transfer and terminal students?
___Very adequately prepared
___Adequately prepared
___Inadequately prepared, but striving to improve

19. Are you presently working on an advanced degree?
___Yes
___No
___No, but engaged in a comprehensive program of self-improvement through independent study

20. As a junior college teacher, do you feel that some intermediate degree, beyond a Master's but less than a doctorate, would best meet your personal educational needs?
___Yes
___No
___Other Specify:____

21. List the activities you have engaged in during the past five years which contribute to your effectiveness as a junior college teacher (i.e., summer school, extension classes, workshops, automotive schools, summer work in industry relating to your field of teaching, and so forth):

22. If you had the opportunity to change professions for the same or slightly more salary, would you be willing to change?
___Yes Field of interest:________________________________
___No

23. What is your primary reason for having selected junior college teaching? (Check as many responses as apply)
___Enjoyment of working with 13th and 14th year levels of education
___Junior college teaching is a good stepping stone into industry or a teaching position in a four-year school
___Freedom in the classroom and a less rigid schedule
___Salary
___Prestige
___Enjoyment of working with this age student
___Unhappy with elementary, secondary, or four-year school teaching
___Sense of social usefulness
___Personal satisfaction
___Just out of curiosity
___Assigned to work in the junior college
___Other Specify:____

24. Professional organizations to which you belong (i.e., NEA, AAUP, WEA, MLA, and so forth; please give names in full):

25. Student counseling is an important aspect of junior college teaching. By whom do you feel the counseling should be handled? (Check as many responses as apply)
___All counseling should be handled by a professionally prepared counselor
___All counseling should be handled by the teaching faculty
___Academic and career counseling should be handled by the teaching faculty
___All personal problems should be handled by a professionally prepared counselor
___Other Specify:____

26. What is your feeling toward emphasis on transfer, terminal, or community-service (such as adult non-credit classes) programs in the junior college?
___Emphasis should be on the transfer program
___Emphasis should be on the terminal program
___Emphasis should be on the community-service program
___The three should be about equally balanced
___Other Specify:______________________________

27. Do you feel that the junior college has a responsibility in the area of vocational and technical education?
___Very much so
___Minimal responsibility
___No responsibility

28. Do you feel that your school's involvement in vocational and technical education is adequate?
___Very adequate
___It could be increased
___Wholly inadequate
___Nonexistent

29. Do you feel that association with vocational and technical education lessens the prestige of the junior college?
___Considerably
___Slightly
___Not at all

30. Providing there is adequate remuneration, do you feel that teaching adult education classes, on an overload basis, is part of your responsibility as a junior college teacher?
___Yes, and I would accept the responsibility
___Yes, but I prefer not to teach adult education classes
___No, I do not consider such classes as one of my responsibilities

31. Do you teach any adult education classes in addition to your regular teaching assignment?
___Yes
___No

32. What do you feel the student admission policy in a junior college should be?
___Open door
___Scholastically restricted for all students
___Scholastically restricted for transfer students
___Other Specify:______________________________

33. Have you ever taken a graduate course which was completely related to the function, purpose, and problems of the junior college?
___Yes
___No

34. Should the role of the junior college teacher include a responsibility for research?
___Research should be a major part of the junior college teacher's responsibility
___Research should be undertaken only as it related to the improvement of the individual's teaching or other upgrading of his school
___Research is not the responsibility of the junior college teacher and should not be undertaken

35. Assume that you are presently preparing to become a junior college teacher. How would you react to taking professional education courses dealing with college-teaching methods, psychology of learning, and history and development of the junior college, providing they remain a reasonable part of your program?
___They would be very valuable if really related to the junior college
___I would take them only if they were required

36. A supervised teaching experience or internship on the junior college level is necessary for an individual preparing for junior college teaching.
___Strongly agree
___Agree
___Disagree
___Strongly disagree

37. Barring any unexpected changes in your present plans, do you intend to remain in junior college teaching until retirement?
___Yes
___No
___Undecided

38. Providing salary, promotional opportunity, and security were equal, in which of the following would you prefer to teach?
___Elementary school
___Junior high school
___High school
___Four-year college ___Undergraduate ___Graduate

39. Which of the following general methods of instruction do you utilize? (Check as many responses as apply)
___Field trips
___Class discussion
___Small group work
___Individual student research and reports
___Lecture
___Audio and visual materials
___Constant experimentation with new ideas and techniques
___Resource people
___Other Specify:______________________________

40. Some of the nation's institutions of higher education have initiated special programs specifically for the purpose of preparing junior college teachers. Are you a graduate of one of these programs?

___Yes
___No

41. A graduate-level course entirely devoted to the junior college institution is available in many colleges. How would you react to the requirement of such a course for prospective junior college teachers?

___It should be required of all prospective junior college teachers
___It should be available but not required
___It is unnecessary unless a person is going into junior college administration

42. When beginning work at the junior college did you go through a formal orientation program introducing you to junior college teaching and how it might differ from your previous work?

___Yes, a very effective orientation
___Yes, but it was brief and ineffective
___No orientation was provided

43. Many college teachers, even though outstanding scholars, prove to be woefully inadequate in meeting their obligation to "teach." This would indicate that in the course of their preparation they should be required to engage in some program designed to assist them in "how to teach" (i.e., a college-teaching methods course).

___Strongly agree
___Agree
___Disagree
___Strongly disagree

44. Are you involved, through your college, in an in-service program dealing with the improvement of instruction or problems that might be unique to junior college teaching?

___Yes
___No, there is no such program available
___No, but I have already participated in such a program

45. Teaching in an adult education program is a different experience for many teachers. For such an assignment one should have course work in adult learning, adult psychology, and related areas.

___Strongly agree
___Agree
___Disagree
___Strongly disagree

46. What would be your reaction toward an in-service program within your department, instituted for the purpose of improving instruction?
___Attendance should be required
___Acceptable if attendance is voluntary
___Such a program is not necessary
___I would oppose the initiation of such a program

47. As a classroom teacher, would you react favorably to having your teaching observed for the sole purpose of improving your instruction?
___Yes, a good idea
___Yes, I would allow it
___Only if required
___I would be very much opposed to such observations

48. In reference to the previous question, if you favor such an observation, by whom do you feel the observing should be done?
___President of the college
___Academic dean or administrative assistant
___Department head
___Another teacher selected by the administration
___Another teacher of your own choosing
___A qualified teacher from another school selected by the administration
___Other Specify:______________________________

49. Student evaluation of teachers are used in many institutions. What is your reaction to this practice?
___Used with discretion, the practice has value and may assist both the administration and the teacher
___Such evaluations should be used only with the instructor's permission
___Such evaluations should be used only by the teacher and should not be made available to anyone else
___Student evaluations have no value and should not be used

50. The junior college should provide remedial high school courses for those students whose academic records bar them from entering directly into conventional college courses.
___Yes, in all areas
___Yes, in such major areas as English, math, and science
___No, remedial courses should not be offered

51. Community organizations to which you belong (i.e., Lions, Rotary, Kiwanis, and so forth):

52. Very briefly explain your understanding of the role of the junior college in the total educational picture.

COPY OF FOLLOW-UP LETTER TO TEACHERS

University Station P. O. Box 3274
Laramie, Wyoming
December 17, 1965

Mr. Joe Smith
Business Education Department
Pine Junior College
Pine, Wyoming

Dear Mr. Smith:

Some time ago you were mailed a questionnaire which was concerned with certain factual information as well as opinions of teaching faculties of Wyoming's junior colleges. Since the study is limited to the junior college teachers in this state, it is especially important that your response be included.

I realize that the questionnaire reached your hands quite close to an extremely busy period during the year, just before Christmas, and you may have mislaid it or merely put it aside to complete later.

Please complete the enclosed card and return it at your earliest convenience. Your cooperation is sincerely appreciated. Thank you for your assistance.

Sincerely,

John Christopher

CARD INCLUDED WITH FOLLOW-UP LETTER TO TEACHERS

CHECK ONE:

☐ I will complete and return the questionnaire as soon as possible.

☐ I have misplaced the questionnaire; please send a duplicate copy.

COMMENTS: